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ABSTRACT

This study examined why preschool, kindergarten, and 4th grade students had poor comprehension of a second language. The reasons for this were threefold: learning a second language is not essential to a child's life at these ages; they are not motivated to learn a second language on their own; and it was widely thought that learning a second language would be too challenging and time-consuming for children at these ages. A buddy program was used as a means of increasing their awareness of a second language. The program worked, because once it was instituted the children were indeed more aware of a second language. This was judged to be beneficial to the students for living in a global society. Appendices contain parent, student, and business surveys, a parent consent form, and several other items that could be used for handouts and other classroom activities. (Contains 27 references.) (KFT)

CREATING AWARENESS OF A SECOND LANGUAGE
AND ANOTHER CULTURE IN ELEMENTARY CHILDREN

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An Action Research Project
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in Teaching and Leadership.

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Abstract

This study was designed to increase children's level of knowledge of a second language and another culture. The targeted population consisted of preschool, kindergarten, and fourth grade students. The students resided in two separate communities in a suburban location near a major metropolitan area in the Midwest. The status of family incomes ranged from middle to upper class levels. Evidence for the existence of the problem included teacher checklists, teacher observations, formalized testing (Pre-LAS), class discussions, interviews, surveys, and motivational charts.

Analysis of probable causes were separated into several reasons for the problem. The first reason was that acquiring a second language is not essential to a child's life. The second reason was children are not motivated to learn a second language on their own, they are concerned about larger social issues. Children are often not provided with an opportunity to learn another language. Some families might have egocentric thinking about their own culture and do not want to explore other cultures in the world. Finally, learning a second language could be too challenging and time consuming for a child to devote adequate time for mastery of another language.

A review of the solution strategies suggested by the professional literature combined with the analysis of the data collected resulted in the development of a Buddy Program between classes with differing cultures and languages. The use of cooperative learning activities and direct instruction by the teachers were also implemented.

The findings from the project were that students' knowledge of another language and culture increased as a result of the interventions implemented by the researchers. The results from formal and informal testing showed a heightened awareness of a second language. The Buddy Program implemented by the researchers had positive effects. The students developed strong bonds with their buddy and used cooperative learning skills during interactions. Creating cultural and second language awareness can only benefit the students and better prepare them to live in our global society.

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Chapter 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

The students of the targeted preschool, kindergarten, and fourth grade classrooms exhibited poor comprehension of a second language. Evidence for the existence of the problem includes teacher observations, formalizing testing (Pre-LAS), class discussions, interviews, surveys, and video taping.

Immediate Problem Context

The action research study was conducted at two different elementary schools. The study conducted at Site A consist of a preschool and fourth grade classroom. A kindergarten classroom at Site B was also part of the study. There were many similarities between Site A and Site B including culturally diverse student bodies. There are before and after school care programs, hot lunch programs, sports programs, gifted and talented programs, a band and orchestra program, a D.A.R.E. program for fifth grade students, and a Junior Achievement program. Both schools have a supportive community and both report no chronic truancy problems, students who are absent from school without valid cause for 18 days or more within the 180 standard school days.

Site A is an elementary school in a suburban community located about 35 miles northwest of a major metropolitan city in the Midwest. The school was built in 1971 and has a two story lay out, with similar grades housed in near proximity. In 1996, an addition of a multi-purpose room consisting of 3,000 square feet was built to provide a new a nurse s office, a principal s office, conference room, front office, and entrance way. At the time of the addition, the library

media center and the teacher s lounge/workroom were remodeled as well.

The enrollment of the school is roughly 560 students and ranges from preschool through fifth grade. Kindergarten through fifth grade students come from the community surrounding the school. The students either walk or are driven to school. However, busing is provided for special programs which are housed at Site A. These special programs include at-risk preschool classes and self-contained learning disabled classes. These special programs draw from the four communities in the district in which the school is located.

The racial/ethnic make-up of the school is 75.6% Caucasian, 2.3% African American, 12.6% Hispanic, and 9.1% Asian/Pacific Islander. Low income students make up 3.4% of the student population. Low income students are defined as: students who come from families receiving public aid, may live in institutions for neglected or delinquent children, may be supported in foster homes with public funds, or may be eligible to receive free or reduced price lunches. Limited English Proficient students make up 9% of the school. Limited English Proficient (LEAP) students include children whose first language is not English, and who are eligible for Transitional Bilingual Education. The school s attendance rate is 96.5% and the mobility rate, a rate based on the number of students who enroll in or leave a school during the school year, is 8.5%.

Students who have an IEP (Individual Education Plans) and receive special education services comprise 17.7% of the school s population. The school also has a gifted program which provides additional enrichment activities for students identified as talented in the areas of reading and mathematics. Another program to meet the needs of students is Reading Corps, a program in which tutors provide reading support for first and second grade students.

Site B is located in a northwestern suburb near a major metropolitan city in the Midwest. This site is a private primary and secondary school and therefore; the student population resides

in three surrounding communities. The families that are enrolled at Site B are obligated to pay a yearly tuition to attend this school. The students are responsible for their own transportation to and from Site B. Site B was built in 1925 and is 75 years old. The building has a traditional two-story layout and is structured around primary and intermediate clusters. The school is currently under minor remodeling and is replacing all of the windows within the building. A new gymnasium was built in 1997. This school consists of preschool through eighth grade classrooms. There are two preschool classrooms, one all day kindergarten program, and one classroom per grade level (first through eighth grade). There are 40 preschool students, 17 kindergarten students, 12 first grade students, 12 second grade students, 17 third grade students, 15 fourth and fifth grade students in a combined setting, 13 sixth grade students, 13 seventh grade students, and eight eighth grade students. This site also has a music and an art classroom, computer lab, science lab, and a library.

Site B has a total population of 157 students. The average class size is sixteen students per classroom. The average teacher - student ratio depends on each individual grade level and the amount of teaching professionals in the room. The primary classrooms (preschool through third grade) have two teaching professionals. The intermediate classrooms (grades four through eight) have one teaching professional per room. There is a one to eight ratio between teachers and students in the kindergarten classroom. Kindergarten through fifth grade are self-contained classrooms. Grades six through eight are departmentalized by subject area.

The racial and ethnic makeup of Site B is 43.9% Caucasian, 5.2% African American, 47.1% Hispanic, and 3.7% Asian / Pacific Islander. Currently, 5% of the student body are Limited English Proficient. The average daily attendance rate is 97.3%. The mobility rate is 10.3% and low income students make up 2.8% of the student population.

At Site A teachers participate in district and building committees, such as the building

council and the reading committee. At this site, 5% of the staff holds a Ph.D., 76% of the staff have a Master's Degree, and 19% have a Bachelor's Degree. The average years of teaching experience is 18 years. Site A's full and part time staff consists of 61 members and consists of two male and fifty-nine female employees. The school's staff consists of a principal, a full-time health assistant, and a full time secretary. The preschool staff has six classroom teachers. There is also one kindergarten teacher and two teachers at each grade level from first through fifth grade. Site A's specialty staff includes a social worker, a psychologist, two learning disability resource teachers, one gym teacher, one computer specialist, one instructional specialist, one instructional media specialist, one learning center assistant, one music teacher, one art teacher, four speech/language pathologists, one physical therapist, and one occupational therapist. There are nine educational assistants in the school.

Special activities offered at Site A include a computer club, Battle of the Books, tech team, web development team, intramurals, chorus, band, and orchestra. Programs offered to students include D.A.R.E. (Drug Awareness Resistance Education - fifth grade) T.A.G. (Teaching About Gangs - fourth grade), Officer Friendly (k-3), a program designed for primary aged-children to show and implement safety techniques in the community, and Junior Achievement (kindergarten through fifth grades), a program that focuses on community awareness and the business world. The Parent Teacher Organization (PTO) provides six cultural arts programs throughout the year. Orchestra and band instruction are provided to fourth and fifth grade students by instructors who travel to three other schools. First through fifth graders participate in Discovery Science Program, a hands on science program for one half day six times during the school year.

At Site B the staff consists of thirty full and part time staff members. The school's full-time staff consists of a principal, an assistant principal, a school secretary, a social worker, a

speech pathologist, a gym teacher, a preschool teacher, a preschool teaching assistant, a kindergarten teacher, a teacher at grades one through eight, and a teacher in the combined fourth and fifth grades. The part time staff consists of a music teacher, an art teacher, a kindergarten teaching assistant, a preschool teacher, and a preschool teaching assistant. This site also features a full time religious education coordinator, two full time religious education teachers, a part time religious education assistant coordinator, a part time lunchroom assistant, and two full time custodial specialists.

At Site B 1% of the staff has a Ph.D., 29% of the staff has a Masters Degree, and 60% has a Bachelor s Degree. The remaining staff are high school graduates or hold an associates degree. The average years of teaching experience of the thirty staff members is nine and one half years. Twenty-five of the 30 staff members are female and five of the staff are men. Throughout the school year teachers participate in biweekly staff meetings, organized and specialized committees, monthly inservice, and are provided with educational funds for professional growth and development.

Site B has specialized programs such as; speech therapy, social work program, Spanish language program, before and after school care programs, hot lunch program, chess club, athletic teams, 600 minute reading program, gifted and talented program, band and orchestra, D.A.R.E. program for fifth grade students, Junior Achievement program (kindergarten-5th grade), community service hours, foreign language opportunities (Spanish and Italian), and supportive programs (art, music, multi-media center, science lab, and computer lab). Two recent surveys showed quality of education is the primary reason for sending their child to this Site. A recent study showed that the population at Site B scored on an average two or more years above the national norm. Site B has a high standard of excellence which is created by more individual attention and smaller classroom sizes, as stated in the 1999-2000 school report card.

The school hours are 8:20-3:00 at Site B. The students are provided with twenty-five minutes for lunch. Forty minutes are provided for recess for the primary aged children throughout the school day. The secondary aged children are provided with twenty minutes for recess each day. Every week each student is provided forty-five minutes in the media center, thirty minutes in music class, forty minutes in art, thirty minutes in the computer lab, thirty minutes with a foreign language instructor, and one hour in gym class.

Description of Surrounding Community

Site A's district covers eight and one half square miles and is approximately thirty-five miles northwest of a major metropolitan area. The commuter system links this community to a major urban area. The district encompasses four suburban towns which consolidate into one district with nine elementary schools (grades K-5) and three middle schools (grades 6-8). The middle schools feed into two high schools.

This predominately middle-class community has a median income of \$39,848 and has 12,495 households (Census of Population and Housing 1990). The total population is 70,000. Sixty-five and one tenth percent of the population are Caucasian, 25.1% are Hispanic, 6.9% are Asian / Pacific Islander, 2.9% are African American, 0.0% are Native American. Within the district, 27% of the population is considered low income, and 18.6% of the residents within the district are of Limited English Proficiency. The housing within the targeted area consists of apartments, condominiums, moderately priced homes and small subdivisions of homes costing over \$200,000.

The community has a large and active park district offering many educational, recreational, and sporting programs for children and adults. In addition to neighborhood parks and ball fields, one community has a recreation/aquatic center which was built seven years ago.

Most families within this district have both parents employed outside of the home. Overall, the schools have involved parent teacher organizations (PTO). Parents are generally supportive of the school district and its programs, as seen through volunteerism and fund raising that benefits the school. The personal contacts between parents and the school staff was 88.5%.

Site B consists of three communities. The first community immediately surrounds area the school Site. Site B is located in a northwestern suburb near a major metropolitan city in the Midwest. This suburb has a population of 5,130 people. This suburb was incorporated in 1887. The largest minority group in this area is Hispanic. The community's economic status is considered middle income to upper middle-class. The average household income within the population is \$32,854. Seventy percent of the housing location consists of single family homes. The 1990 median house value was \$134,300 and the median house sales price was \$170,000. The other two surrounding areas are located in a northwestern suburb near a major metropolitan city in the Midwest as well.

The second community is growing at a rapid rate and has a population of 31,310 people. This community was founded in 1869 and economic status is mainly upper class. The average household income is \$77,905. However, there is a portion of the area that is considered lower income and has a lower household income. This lower income area offsets the rest of the portion of high income housing prices. The 1996 median house value was \$287,500.

Lastly, the third community was built as a military installation in the late 1880 s. It was closed in 1988 and officially ceased operations. This community encompasses 714 acres of land on the military base. The U.S. Army has retained 114 acres and the Navy purchased 185 acres. Two hundred and thirty acres of land are used as a national historic landmark and the remainder of the property is classified as open space. This community is located on a glacial moraine. This area is heavily forested with very fertile soil. The student population that comes from the

military base resides in civilian housing. Each family is stationed at this site for three years. This causes a constant change in the number of students at Site B because of the frequent relocation of military families.

National Context of the Problem

It has been stated by an unknown source, If you can speak three languages, you re trilingual. If you can speak two languages, you re bilingual. If you can speak only one language, you are American. In researching the history of second language development, it has been established that bilingual education is not a twentieth century phenomenon, it has existed in one form or another for thousands of years (Mackey, 1978). Bilingual bicultural education is like an impressionist painting - very attractive from a distance, but unclear and confusing when one gets very close to it (Crawford , 1992, p.37).

Until the 1960 s in the United States, bilingual education and the language needs for non-English speaking children was not a crucial concern. Language minority children were mainstreamed, placed with first language English speakers to sink or swim (Baker, 1993). On January 2, 1968 President Lyndon B. Johnson signed the Bilingual Education Act. This signaled the U.S. Government to make it s first commitment to addressing the needs of students with limited English skills. The Bilingual Education Act (BEA) of 1968 marked a new outlook towards Americans who did not speak English. Recognizing this educational problem, the U.S. Congress moved to promote new programs that would teach children in their native language while they learned English. Although bilingual education had been wide spread before World War I, never before had it been endorsed as a national initiative. Congress did not have a clear idea what bilingual education actually meant and only a few bilingual programs even existed in 1968. The law makers resolved that something had to be done about education's negligence towards

children with limited English skills hence; the Bilingual Education Act of 1968 was passed. (Crawford, 1992).

By 1973, the federal budget for bilingual education had grown to 45 million dollars and supported programs in twenty-six different languages. In 1974, the Supreme Court ruled, in the case *Lau vs. Nichols* that San Francisco schools had failed eighteen thousand Chinese American students by not offering them any special instruction in the English Language. The court had decided that students who did not understand English were not receiving meaningful education and their classroom experience was impossible to understand (Lang, 1995).

The Bilingual Education Act was a leap of faith, an experiment based more on good intentions than good pedagogy that is no longer a fair assessment, stated James Crawford (1992, p. 12). Bilingual approaches in the 1900 s reflected the latest findings in linguistics and cognitive psychology. The past quarter century brought advances in curriculum developments, methodologies, materials, and teacher trainings. Initially bilingual education was conceived as a temporary measure to keep minority students from falling behind in other subjects while they learned English. But the researchers discovered a more significant benefit: a firm command of the first tongue facilitates the acquisition of a second language (Crawford, 1992, p. 12).

In the 1980 s federal policy toward bilingual education was changing. Philosophical views and trends continued to emerge (Bennett, 1985). According to the Census Bureau, during this decade the United States population grew by 9.8% overall, while Hispanic and Asian American populations increased by over 50%. In 1981 the Secretary of Education, Twirl Bell, proposed guidelines to implement the *Lau* decision. In his view, the guidelines were inflexible. In 1982 lawmakers amended the Title VII legislation to give school districts more flexibility toward the goals of bilingual programs. Title VII projects had the option of using English exclusively.

In 1985 William Bennett, Secretary of Education, expressed an unambiguous view about

bilingual education. He felt bilingual education programs had failed. In his view, those programs taught native languages, but excluded English. Bennett started the movement for educational reform and excellence in bilingual programs. In 1987 that movement led to the reauthorization of Title VII, which made important changes in bilingual education. For example, federal initiatives were then able to direct up to 25% of funding to bilingual programs (Bennett, 1985).

In the early 1980 s, President Reagan made his personal views clear about bilingual education. He stated there was a need for students to be taught in their native language, so they would not fall behind in school due to the lack of understanding of English. However, it was absolutely wrong and against American concepts to have a bilingual educational program that was openly and admittedly dedicated to preserving their native language and never preparing them adequately in English so they could go out and participate in the job market. Reagan began a new era in bilingual education (Crawford,1992).

During the 1990 s and into the year 2000, bilingual education continued to be a prominent part of educational system in the United States. This was due to the increasing number of immigrant children termed as Non English Proficient (NEP) or Limited English Proficient (LEAP). Gersten stated, in 1999 a virtual avalanche of dramatic events in the field of Bilingual Education (Burke, 2000). In April, 1998, the Secretary of Education, Richard Riley, announced that a major shift in bilingual policy, called for a goal of English language proficiency in three years for virtually all English language learners (Gersten, 1999).

The diversity of the students in schools sparked many debates about the restructuring of bilingual programs. Some states require Non-English speaking students to be immersed in English from day one, while other states have chosen bilingual programs in which instruction is given in their native language and English to help the students while learning a new language. Current research shows that while cognitive and academic development in the child s native language can

have a very positive effect on second language development. Results of research on bilingual programs show that minority children's home language can be promoted in school at no cost to the development of proficiency in the majority language (Bank and Banks, 1997).

Chapter 2

PROBLEM DOCUMENTATION

Problem Evidence

Concerns exist that state the population of the United States is proficient in only one language; English. Citizens of the United States must be bilingual to fully function on the job, in school, or socially in our global society. Studies have shown that businesses are seeking employees that have international backgrounds and are proficient in a second language (Thomas and Collier, 1998). To prepare students to perform in our global society, school systems must n teach students in their native languages. Bilingual students need to be taught through bilingual education and English speaking students must take foreign language classes to insure all students are able to become fluent in a second language. Research has shown that learning a language at an early age is easier for children to grasp, and would allow for the students to achieve higher levels of proficiency at an earlier age (Fuschen, 1989). This would allow the students with proficient second language skills to have an advantage over someone who does not know a second language.

Evidence of the problem was demonstrated through a variety of tools used to assess the targeted preschool, 4th grade, and kindergarten students understanding of a second language and other cultures. Student surveys, parent surveys, business surveys, Pre-LAS testing, and teacher observations were used to examine this problem.

Student Surveys

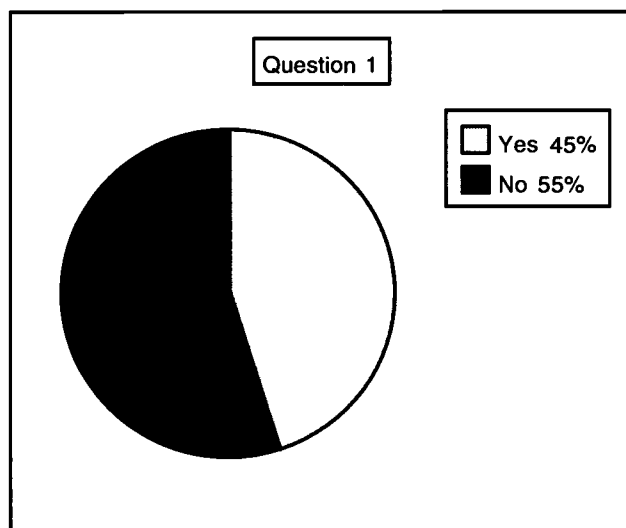
At Site A the fourth grade students were given a survey about language use and their own acquisition of a second language. This survey was designed to measure to the students knowledge and attitude of learning a second language (Appendix A). These questions were

selected based on the teachers/researchers understanding of second language development. The survey consisted of five questions that required yes/no answers. The last question was a multiple choice question with four possible responses. In administering the test to Site A, 4th-grade students, the researcher read through the questions with the students, giving little or no additional instruction.

Results/Analysis of Student Survey

Graph one illustrates the results to question one, “Do you speak another language?” The researchers asked this question to determine if students involved in the research project used a second language.

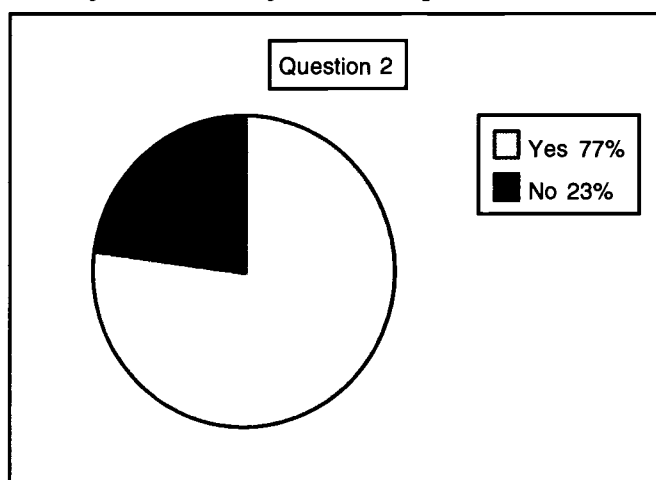
Graph One
Question #1 - Do you speak another language?



An analysis of the responses to question one, “Do you speak another language?”, revealed that less than half of the students spoke another language. The survey showed that 45% of the children spoke another language and 55% did not. Many of the students in this survey who responded yes, spoke a second language other than Spanish, our targeted language of research. These languages were Korean, Polish, and Russian.

Graph Two illustrates the responses to question two, “Do you know anyone who speaks another language?” The researchers asked this question to determine if students involved in the research project were exposed to a second language.

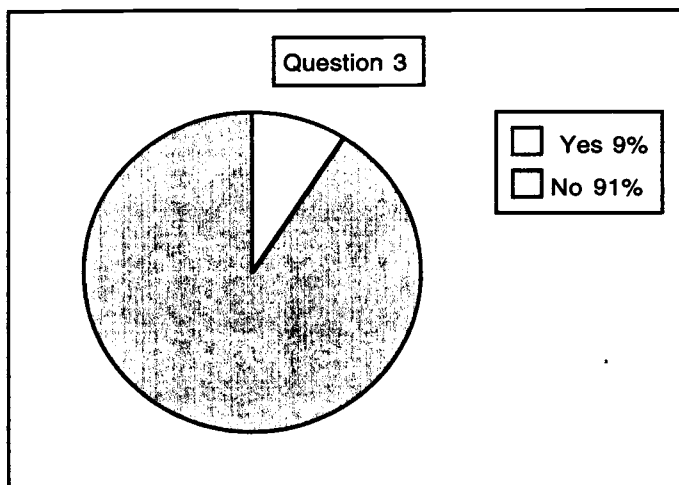
Graph Two
Question #2 - Do you know anyone who speaks another language?



The responses to question two, “Do you know anyone who speaks another language?”, indicated that 77% of the targeted 4th graders knew someone who spoke another language. Twenty-three percent did not know anyone who spoke another language. Three student’s answers indicated the people they knew who spoke another language were extended family or friends.

Graph Three illustrates the results to question three, “Do you think it would be easy to learn another language?” The researchers asked this question to determine the student’s attitudes toward learning another language.

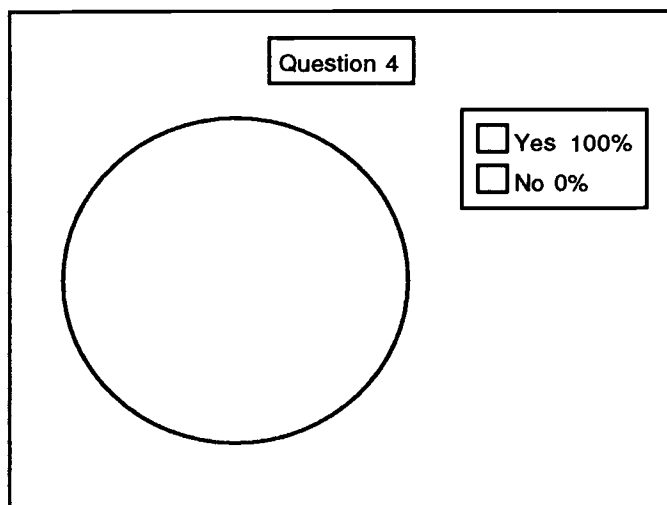
Graph Three
Question #3 - Do you think it would be easy to learn another language?



The answers to question three revealed 91% of the students felt it would be difficult to learn another language. Some of the students who responded “no,” in the survey commented to the teacher/researcher that they knew learning a language was difficult from their prior knowledge of a second language. Nine percent of the targeted students answered, yes, they thought it would be easy to learn a second language.

Graph four illustrates the results to question four, “Would you like to learn another language?” The researchers asked this question to determine the students’ willingness to participate in the research project.

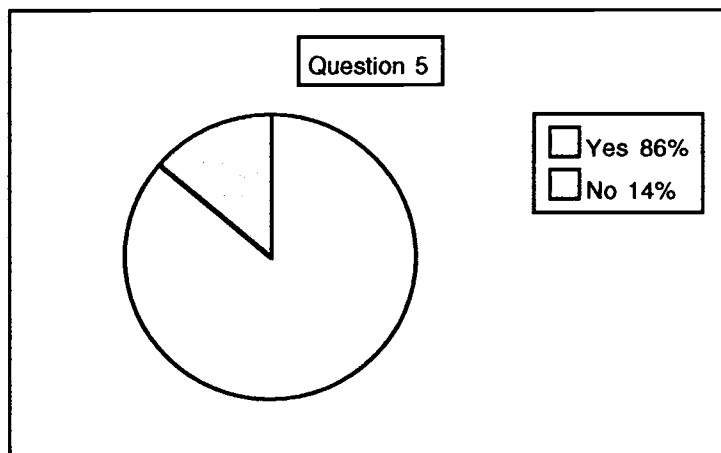
Graph Four
Question #4 - Would you like to learn another language?



One hundred percent of the students answered yes to question number four. This indicated that the students had a high interest in learning another language.

Graph Five illustrates the results to question five, "If you have the opportunity to learn another language in middle school or high school, do you think you will take one?" The researchers asked this question to determine how student's felt about studying another language in the future.

Graph Five
Question #5 - If you have the opportunity to learn another language in middle school or high school, do you think you will take one?

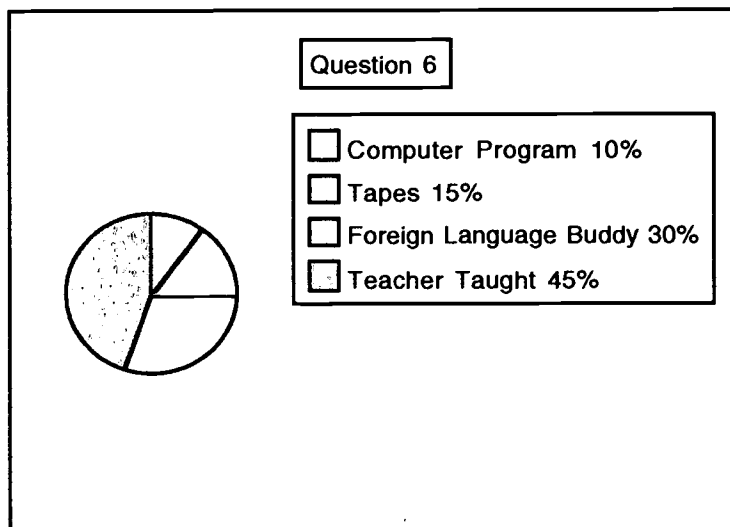


Fourteen percent of the students had no interest in studying a another language, while 86% of the targeted class indicated an interest. Some of the responses the targeted students gave were; “to communicate with more people,” “it would be fun and interesting,” and “it would be cool to know two languages.”

Graph Six illustrates the results to question six, “How do you think you would best learn another language?” The researchers asked this question to determine the students’ reactions to various strategies that might be used in learning another language. The researchers were particularly interested in finding out students’ attitudes toward working with a foreign language buddy.

Graph Six

Question #6- How do you think you would best learn another language?



Question six provided the students with four multiple choice answers. Ten percent of the students felt they would learn another language best using a computer program, and 15% felt they learned best by using audio tapes. However, 30% felt that learning a another language

would be easiest learned with a foreign language buddy, 45% still felt having a teacher teach them was the best way to learn a new language. Since the majority of the students had not learned another language, their responses were based on how they felt they learn best in school.

Student Attitude Survey

Researchers gave this survey to the targeted fourth grade population at Site A before the research was implemented. It was designed to measure the student's attitudes at the beginning of the research project toward working with a preschool student. Another attitude survey was given at the end of the study.

The students were to answer the question by circling the stars. Each cluster of stars was explained after each question.

Pre Survey

The researchers asked question number one to determine how the fourth graders felt about working with a preschool student. This gave the researchers insight into how receptive the fourth graders would be to the research project.

1. How do you feel about being a buddy with a child in a preschool class?



80%
Excellent



20%
Good



0%
Poor

The responses to the pre survey indicated that 80% of the fourth grade group were looking forward to working with a preschool buddy. Twenty percent of this group was uncertain about being a buddy with a preschool student.

Researchers asked question two to gather insight from the targeted students to see how they would feel about working with a student who speaks another language. This question helped the researchers determine how the students would react to working with a student who

speaks another language.

2. How do you feel about working with someone who does not speak English?



35%

Excellent



55%

Good



10%

Poor

Even though they were enthusiastic about working with preschoolers, they were apprehensive towards working with a buddy who spoke a language other than English. Thirty-five percent of the students thought it would be “excellent” to work with a buddy who did not speak English. The question revealed that 55% thought it would be just “okay” to work with a non-English speaking buddy. Ten percent felt that working with a buddy who spoke a language other than English was a bad idea.

Researchers asked question number three to determine the student’s frustration level when working with a students who speaks another language.

3. Do you think it will be hard to work with someone who does not speak or understand the same language that you do?



35%

Not At All



40%

Partially



25%

Definitely

In addition to being apprehensive, the group also thought it would be challenging to work with someone who does not speak or understand the same language that they do. Thirty-five percent felt it would not be hard to work with someone who does not speak the same language as they do, 40% thought it would be just okay, and 25% felt that would definitely be hard.

Researchers asked question four to gather ideas from the targeted students as to the variety of ways in which they would communicate with someone who speaks another language.

This helped the researchers develop ideas and strategies towards communicating with students who speak different languages.

4. What are some of your ideas of things you might do so that you can communicate with the preschool students?

1. Hand Signs
2. Pointing
3. Sign Language
4. Teach each other our language
5. Pictures
6. Talking

This question was an open-ended question for the students. They thought of a variety of strategies they might use to communicate with their buddy. The students responded with a variety of ideas to use in the research project. The researchers previewed these responses and implemented some of the students responses.

Parent Survey

The Parent Survey was designed to measure the parent s prior knowledge of a second language and cultural understanding. The researcher/teacher gave the survey to the targeted fourth grade class, preschool class, and kindergarten class before the research project began. (Appendix B) At Site A the researcher/teacher gave the targeted preschool parents the survey at their homes and discussed the research project. The preschool parents completed and returned the survey during the home visit. At Site A the targeted fourth grade parents were given the survey at a meeting prior to beginning the research project. The fourth grade parents completed and returned the surveys during the meeting. At Site B the targeted kindergarten parents were given the survey to complete at an individual conference session with the teacher/researcher. The kindergarten parents returned the survey to the researcher during the conference. The results

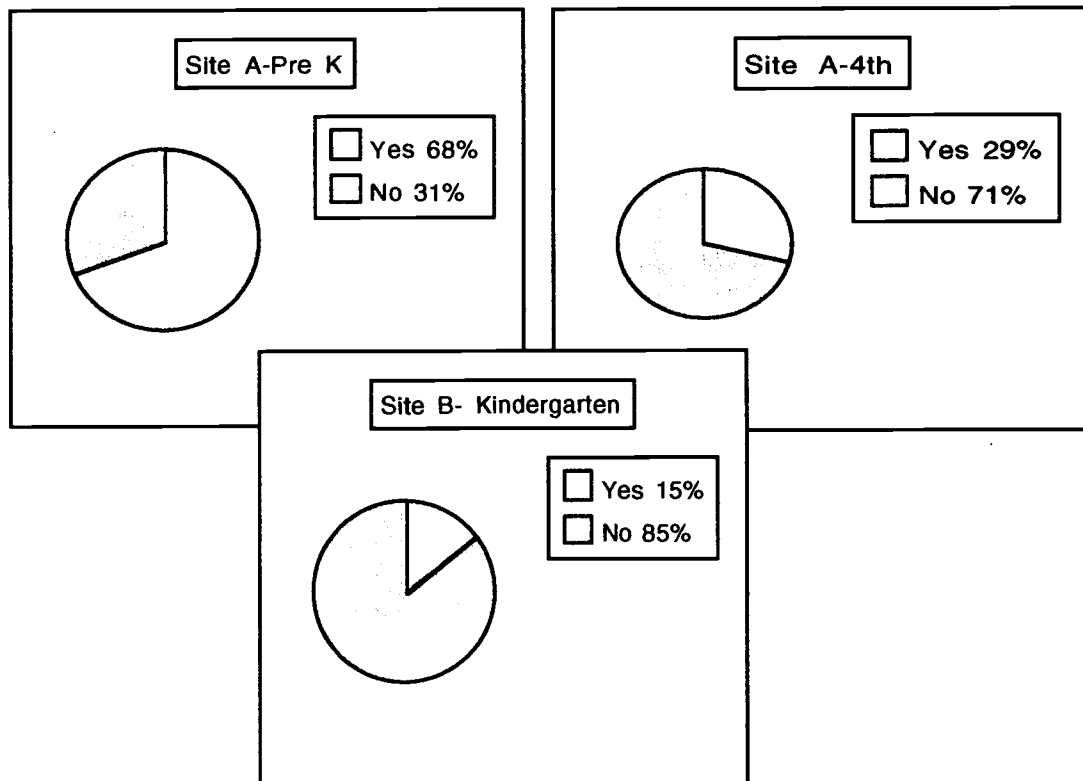
from the survey provided the researchers/teachers with pertinent information regarding family language use.

Results/Analysis of the Parent Survey

Graph One

Question #1- Do you speak a second language at home?

The researchers asked this question to become aware of the languages that were spoken at home by the targeted parents. This gave the researchers insight about the language development of the students and what languages they were exposed to at home.



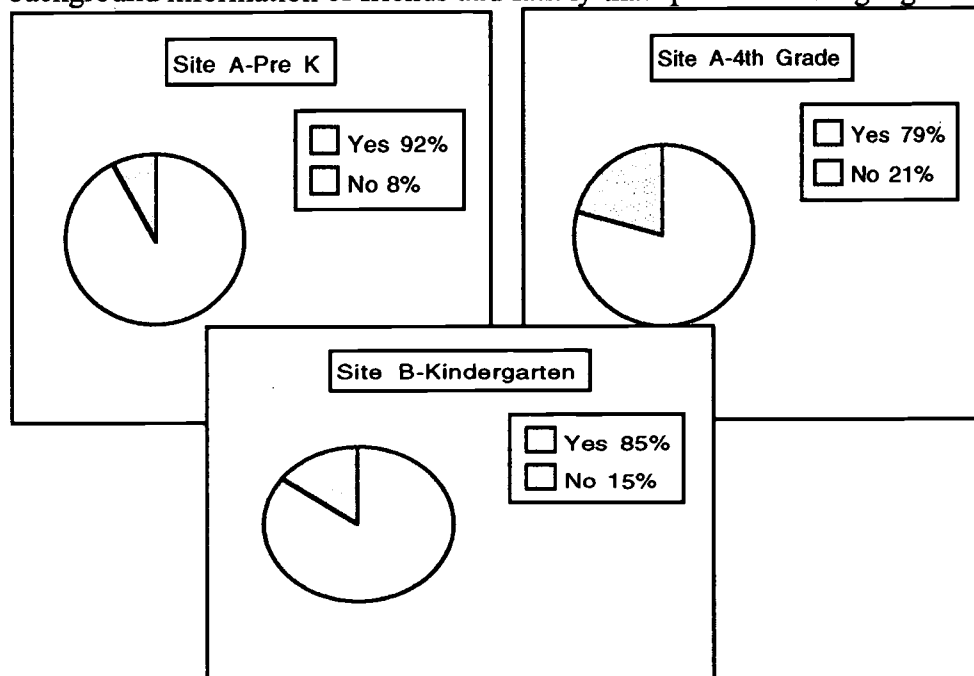
The responses to question one showed that 68% of the targeted preschool families at Site A spoke a second language at home and 32% of the preschool families at Site A did not speak a

second language at home. In the targeted fourth grade class only 29% of the families at Site A spoke a second language at home, while 71% did not speak a second language at home. The responses to question one at Site B revealed that 15% of the targeted kindergarten class spoke a second language at home whereas, 85% of the families did not speak a second language. The majority of the targeted preschool classroom from Site A came from a home where a second language was spoken. On the other hand, the majority of the families of the fourth grade class at Site A and the kindergarten class at Site B did not speak a second language at home. The responses to question one gave the researchers knowledge of the family's background with a second language.

Graph Two

Question #2- Do you have any relatives or friends who are bilingual or multilingual?

This question was asked by the teacher/researchers to become aware of the languages that the targeted parents were being exposed to. This gave the researchers insight towards the parent's background information of friends and family that spoke other languages.



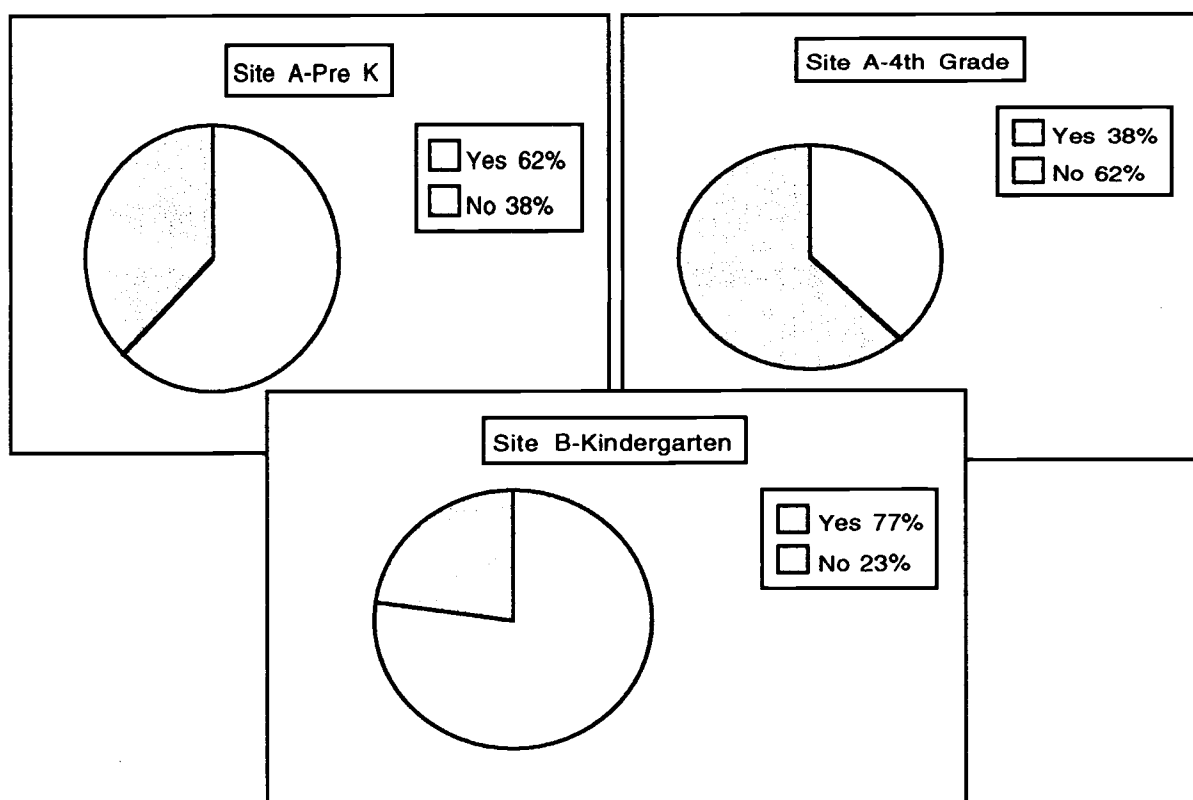
The answers to Question two of the parent survey indicated that 92% of the targeted preschool population from Site A knew someone who is bilingual or multilingual and 8% did not

know someone who spoke another language. Seventy-nine percent of the targeted fourth grade class at Site A knew a bilingual or multilingual person and 21% did not know someone who spoke another language. Eighty-five percent of the targeted kindergarten class at Site B knew a bilingual or multilingual person whereas, fifteen percent of the families did not know someone who spoke another language. The answers to this question provided the researcher/teacher with information about the population's exposure to people who are bilingual or multilingual.

Graph Three

Question #3- Did you feel the need to know another language for your job or career?

The researchers asked this question to better understand how the targeted parents' occupations related to learning another language. This question helped the researchers determine if learning another language was a necessity for the parents in the work force.



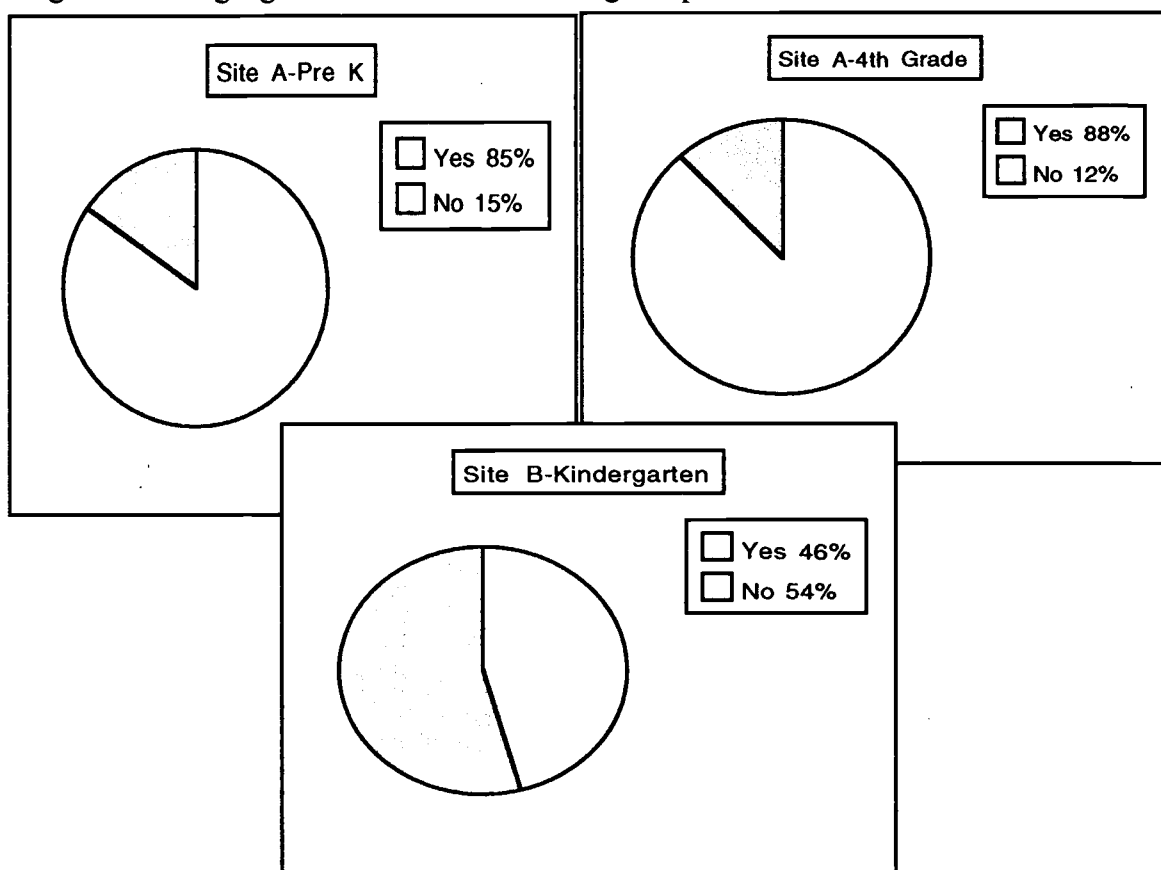
The replies to question three of this survey indicated that 62% of the targeted preschool parents at Site A needed to know another language for their job and 38% did not need to know

another language. Thirty-eight percent of the targeted fourth grade class at Site A did need to know another language for their job whereas 62% of the parents did not need to know another language for their job. Seventy-seven percent of the targeted kindergarten class at Site B did need to know another language for their job while 23% of the parents did not need to know another language for their job. This question was designed by the researchers/ teachers to see if there was a need for a second language in the work force. One response stated, "It would be helpful in their career."

Graph Four

Question #4- Have you studied another language in a formalized teacher/student setting?

The researchers asked this question to give the researchers insight as to how many parents had previously studied another language. This question helped the researchers determine if learning another language was of interest to the targeted parents.



The responses to question four showed that 85% of the targeted preschool class at Site A had

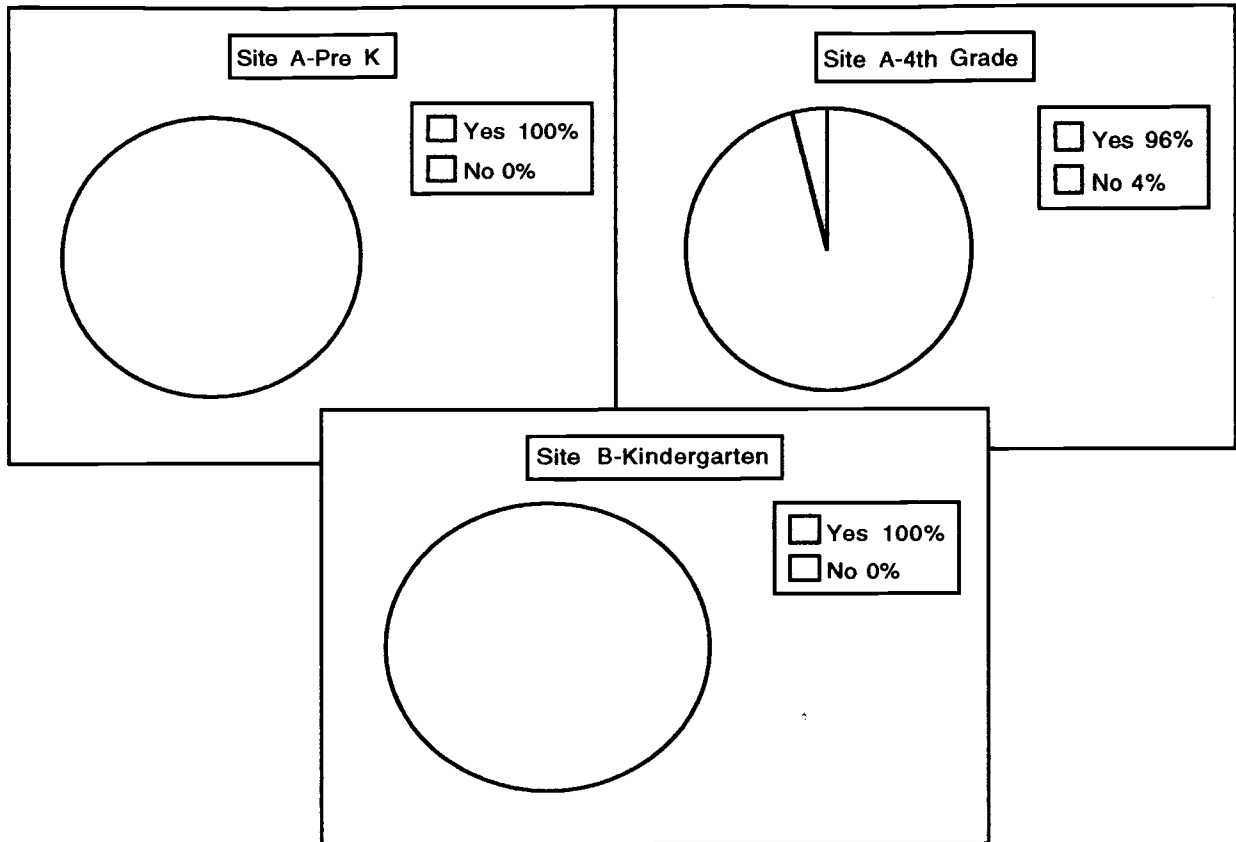
studied another language in a formalized setting and 15% of the preschool parents had not.

Eighty-eight percent of the targeted fourth grade class at Site A did study another language in a formalized setting in the past whereas 12% of the fourth grade parents did not study another language in a formalized setting. Forty-six percent of the targeted kindergarten class at Site B did study another language in a formalized setting while, 54% of the kindergarten parents have never studied another language in a formalized setting. Because a portion of the targeted population at Site A consisted of varying cultural backgrounds, this question showed that an overwhelming response that the families have studied another language in a formalized setting. However, in Site B the response showed that less than half have studied another language.

Graph Five

Question #5- Do you think it is important for your child to be exposed to another language beside his or her own native language?

The researchers asked this question to gather insight towards the targeted parent s feelings about exposure to another language. This indicated to the researchers the support from the parents during the research project. This was important for the researchers to see the amount of support the parents would provide for their children. The question was asked by the researchers to better understand the parents attitudes towards their children being exposed to another language.

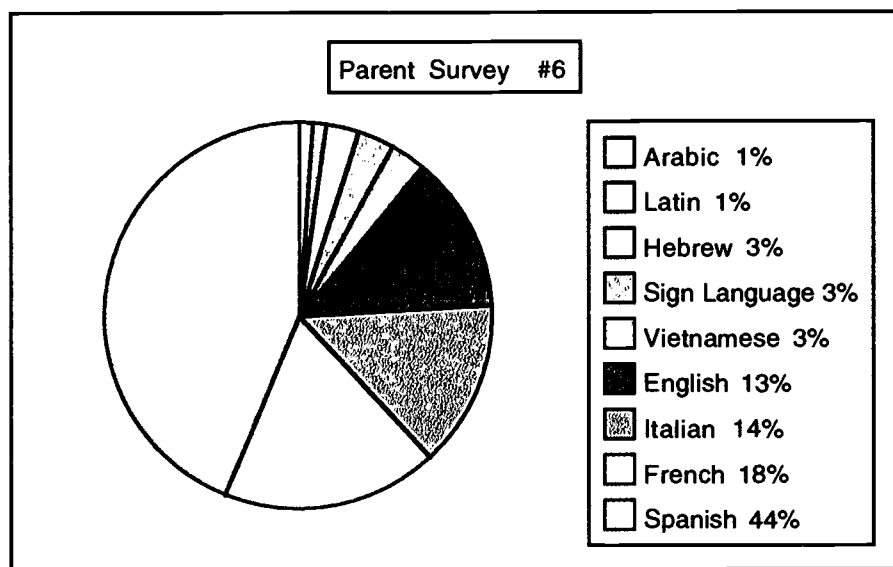


The replies to question five indicated that 100% of the parents of the targeted preschool class at Site A thought it was important to have their child exposed to another language. Ninety-six percent of the parents of the targeted fourth grade class at Site A thought it was important for their child to be exposed to another language and 4% of the parents thought it was not important that their child be exposed to another language. One hundred percent of the parents of the targeted kindergarten class at Site B, thought it was important for their child to be exposed to another language. The researchers asked this question to better understand the parents attitudes towards their children being exposed to another language.

Graph Six

Question #6- If you were given the opportunity to learn another language what would it be?

The researchers asked this question to show which language the parents were interested in learning. This helped the researchers gain insight about the variety of languages the parents desired to learn.



The responses to question six revealed the variety of languages that the parents from Site A and Site B selected to learn. One percent of the parents would like to learn Arabic and 1% would like to learn Latin. Three percent of the parents chose to learn Hebrew, 3% would like to learn Sign Language, and 3% of the parents would like to learn Vietnamese. Thirteen percent of the parents chose English to learn. Fourteen percent of the parents chose Italian to learn. Eighteen percent of the parents chose French to learn. Fortifier percent of the parents chose Spanish to learn.

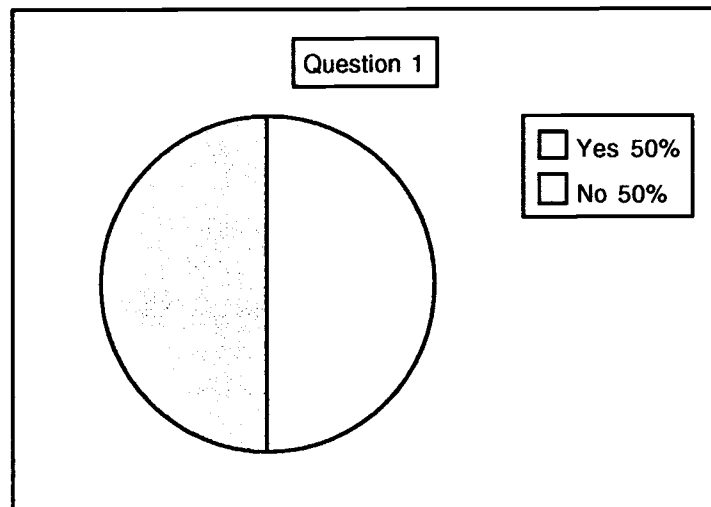
Business Survey

The researchers randomly chose a variety of large metropolitan corporations were randomly selected to be interviewed on the telephone by the researchers. The researchers contacted the human resources department to gather the information. The survey (Appendix C) was designed to see if there was a need for a second language in the work force.

Graph One

Question #1A- In the interview process is it important for you to find an applicant that is Bilingual?

The researchers asked this question to determine if businesses seek applicants that are bilingual. This information gave the researchers insight into the importance of finding applicants that are bilingual.

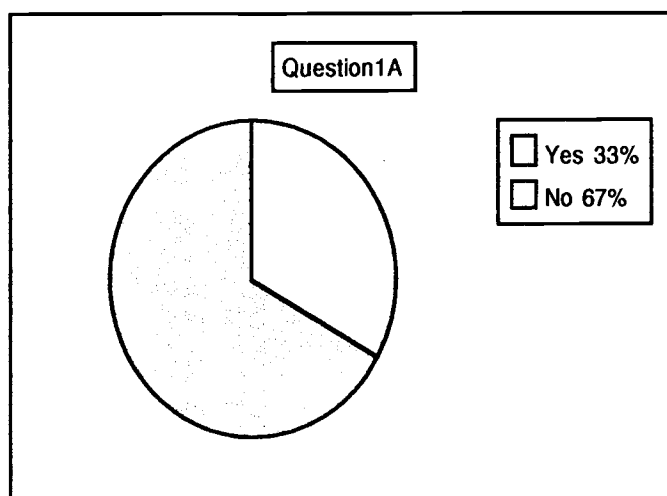


The responses to question one revealed, that 50% of the businesses thought it was important to find an applicant that was bilingual and 50% of the businesses thought it was not important. The respondents replied, that it depended on the specific job title, and whether the applicants were bilingual or not.

Graph one

Question #1A- Is this a question that is asked during the interview process?

The researchers asked this question to determine if businesses seek applicants that are bilingual during the interview process. This information gave the researchers insight into the importance of finding applicants that are bilingual. The researchers were interested in finding out if this question was asked during the interview process.

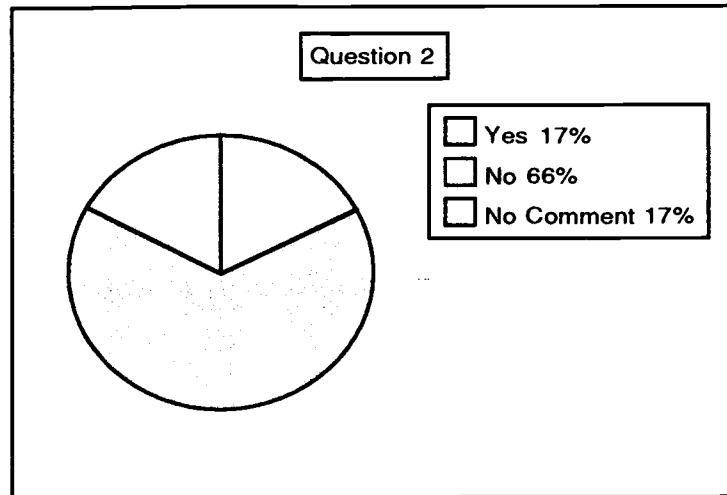


The responses to question one revealed that 33% of the businesses surveyed asked an applicant if they are bilingual during the interview process. Sixty-seven percent of the business surveyed do not ask an applicant if they are bilingual. It was also stated by an interviewee that it is a positive characteristic for an applicant to be bilingual, but it is not the most important characteristic.

Graph Two

Question #2- Do you actively recruit individuals whose primary language is a language other than English?

The researchers asked this question to determine if businesses recruit applicants whose primary language is something other than English. This information gave the researchers insight about the importance of recruiting applicants whose first language is not English.

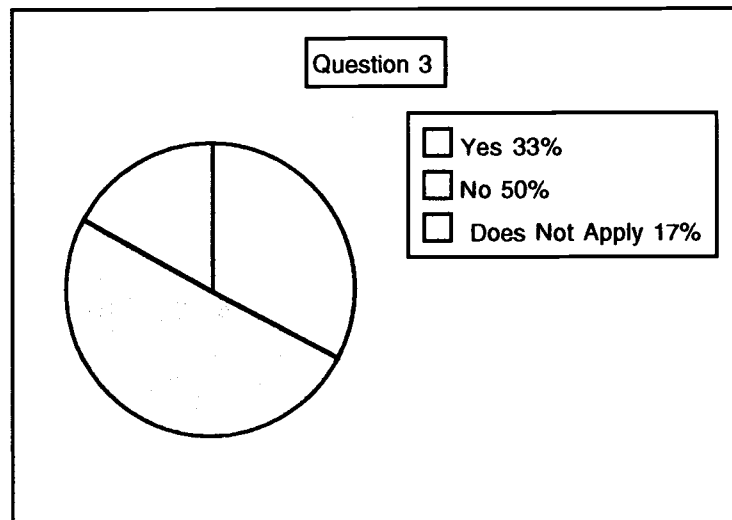


The responses to question two showed that 17% of the targeted businesses actively recruit applicants who speak another language other than English. Sixty-six percent did not actively recruit bilingual applicants. However, 17% of the businesses had no comment to this question. The researcher designed this question to see if bilingual applicants were being used by businesses.

Graph Three

Question #3- When hiring Human Resources applicants do you proactively seek applicants that speak other languages?

The researchers asked this question to determine if Human Resource departments recruit applicants who speak other languages. The information gave the researchers insight toward trends in hiring Non-English speaking applicants.

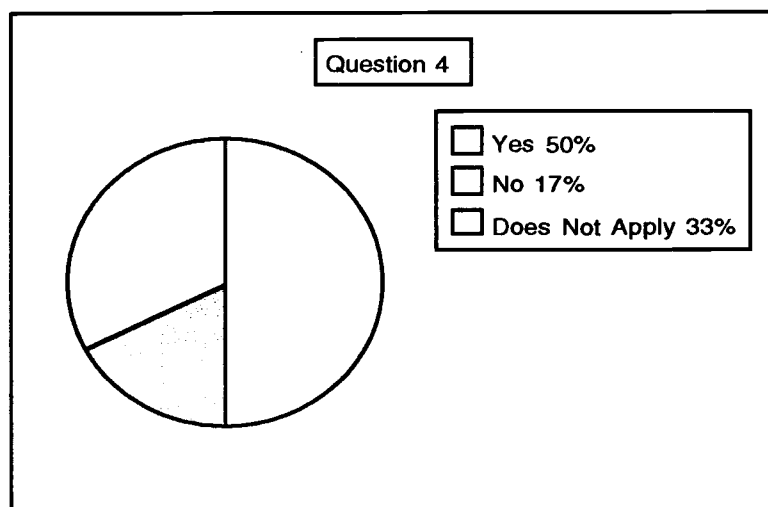


The responses to question three show that 33% of the businesses seek applicants that speak other languages, 50% do not seek applicants that speak another language, and 17% said it does not apply to their business. This graph indicates that half of the businesses do not look for human resource applicants who are bilingual, however it was stated by the businesses that they seek to hire culturally diverse applicants. Human resource employees stated that they might look for Chinese, Indian, Spanish, and Russian speaking applicants.

Graph Four

Question #4- When staffing individual accounts is a second language taken into consideration?

The researchers asked this question to see if individual accounts are staffed based on the language knowledge that might be needed for the specific account. The information gave the researchers insight to how businesses staff individual accounts.

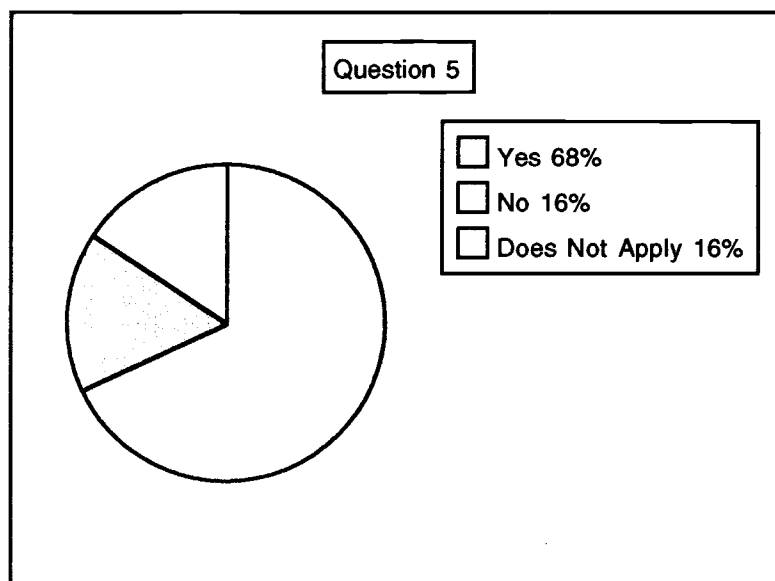


The replies to question four show that 50% of the businesses take into account an applicant with a second language. Seventeen percent of the businesses do not look for applicants who speak a second language. Thirty-three percent of the businesses replied that question four was not applicable to their company. The businesses that responded, "does not apply" were those who had a separate international division that dealt with accounts that needed someone who knew a second language.

Graph Five

Question #5 - Do you seek or recruit individuals from another country for their cultural and/or language experiences?

The researchers asked this question to see if an applicant's language or cultural background was taken into account when recruiting from other countries. The information gave the researchers insight into international recruitment for cultural and/or language experiences.

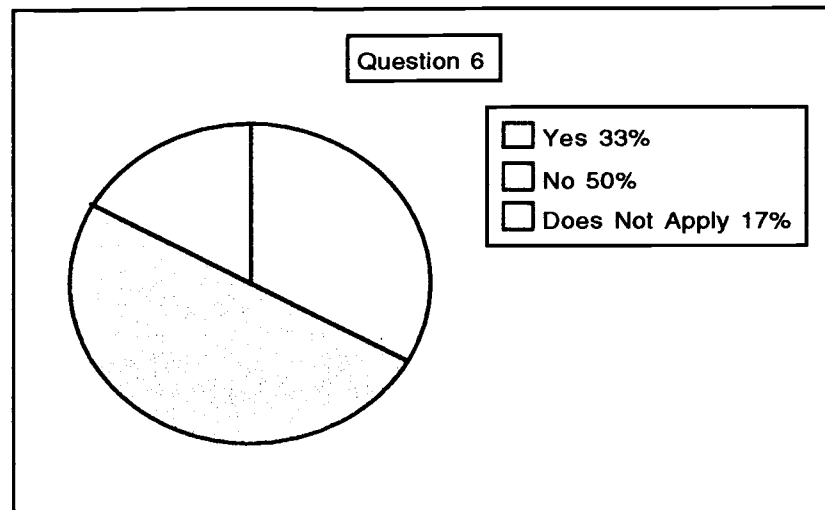


The responses to question five illustrated that 68% of the businesses seek or recruit individuals from another country for their cultural and/or language experiences. Sixteen percent do not recruit individuals from another country, and 16% said this question does not apply to them. A large accounting firm stated that language was just as important as culture when seeking applicants from other countries.

Graph Six

Question #6 - Do you feel there is a lack of applicants for jobs that require a second language within your department?

The researchers asked this question to see if there is a lack of applicants with knowledge of a second language. The researchers wanted to determine if businesses had difficulty finding applicants that speak more than one language. The information gave the researchers insight toward the demand for applicants who speak more than one language.

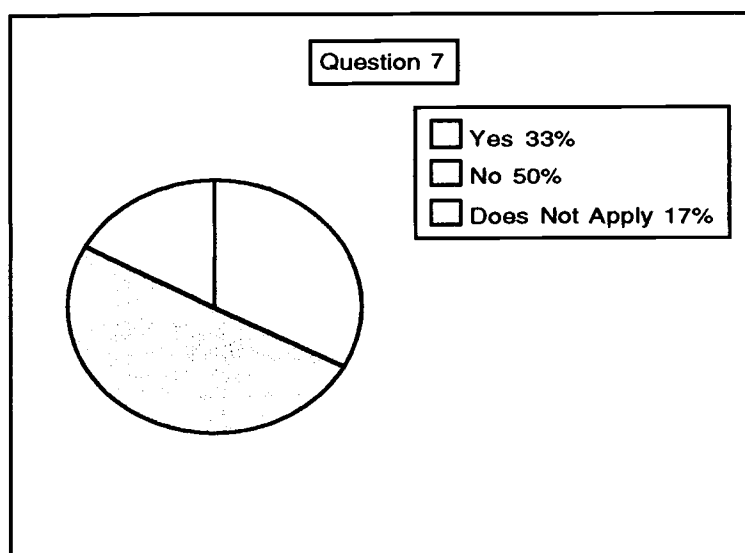


The responses to question number six illustrated that 50% of the businesses surveyed did not feel there is a lack of applicants for jobs that require a second language. Thirty-three percent of the businesses replied that there is a lack of applicants for positions that require a second language. This question did not apply to 17% of the businesses surveyed.

Graph Seven

Question #7 - Is a person's cultural background important to you in making a job placement for certain international jobs?

The researcher asked this question to see if a person's cultural background came into effect when staffing international accounts. This information gave the researchers insight toward understanding how companies deal with other countries protocol and customs.

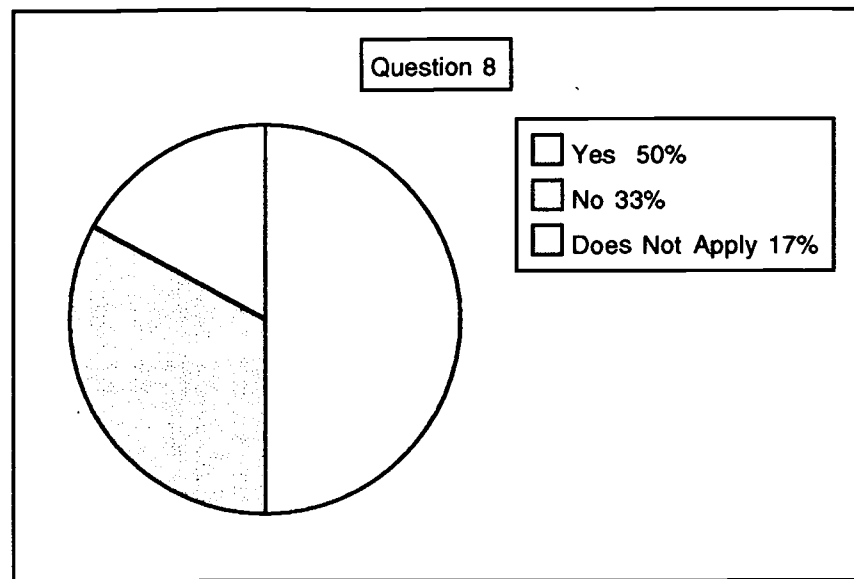


The responses to question number seven showed that 33% of the businesses consider a person's cultural background important for international jobs. Fifty percent of the businesses do not consider a person's cultural background when making decisions for international job placement, however they provide their employees with extensive training in the other culture's customs and languages. Question number seven did not apply to 17% of the businesses interviewed. A large pharmaceutical company stated, "Taking a person's cultural background into account could be considered discrimination." Two of the large international businesses stated that they also have an international division that deals with international accounts.

Graph Eight

Question #8 - Have you run into language barriers on various international accounts?

The researchers asked this question to determine if language barriers were a problem within international accounts. The information gave the researchers insight into problems in international accounts and how the businesses handled language barriers.



The responses to question number 8 showed that 33% of the business stated they have not run into language barriers on international accounts and 17% said this question does not apply. Fifty percent of the businesses surveyed indicated that they do have problems with international accounts and language barriers. The companies claimed that they usually tried to find a staff member that spoke the necessary language or used translators in order to solve problems. The languages most often used in international accounts were Indian, Spanish, Chinese, and Japanese.

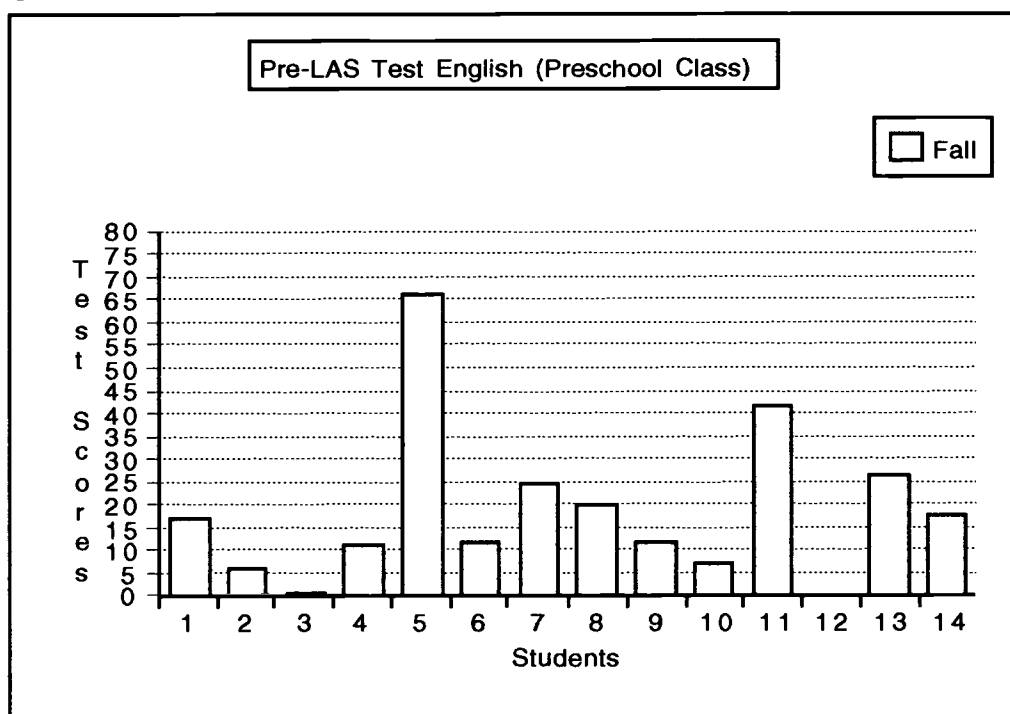
Pre-LAS Testing

The Pre-LAS test was given to the targeted preschool, fourth grade, and kindergarten classrooms. The test was administered to the students in the fall at the beginning of the research. The test's objective was to examine the student's prior knowledge of a second language. The preschoolers were given the test in English, while the fourth grade and kindergarten classrooms were given the test in Spanish.

Results/ Analysis of Pre-LAS Test

The Pre-LAS test was given to the targeted preschool Site A to determine the level of English language proficiency prior to the action research project.

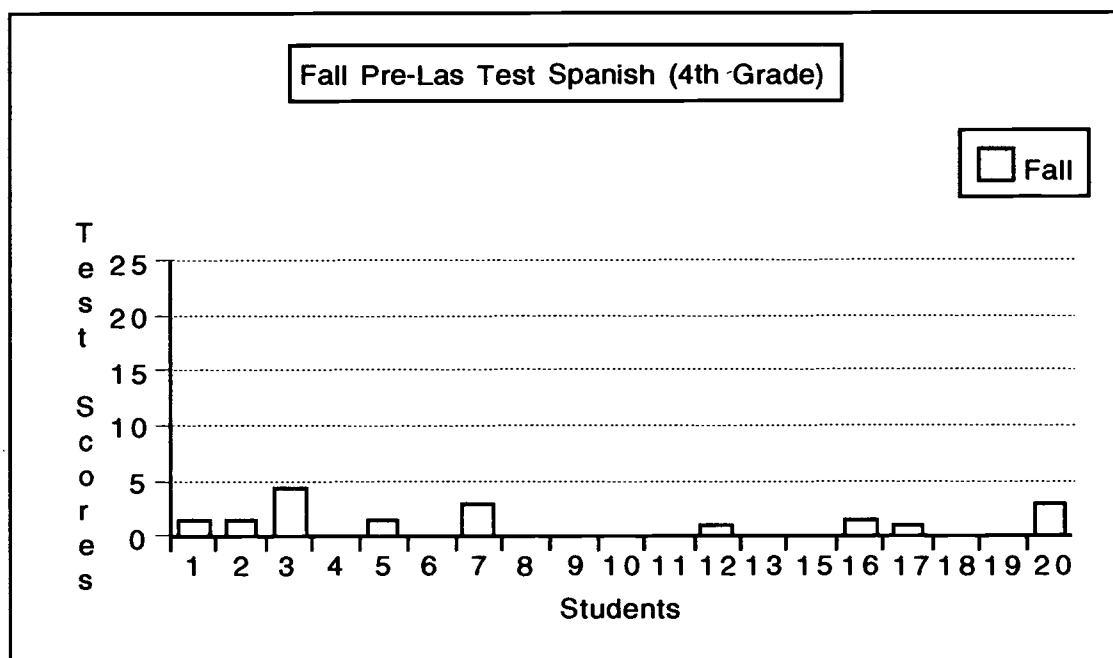
Graph One



The results of the Pre-LAS test given to the preschool students at Site A, as illustrated in Graph One, shows a range of student test scores from zero to 66, while the range of the test is from zero to 100. The test has three language proficiency categories; zero to 71 indicates a non-English speaker, 72 -81 indicates a limited English speaker, and 82 -100 shows a fluent or proficient English speaker. All of the students scored at a level one, non-English speaking proficiency. Ten of the students scored 20 or below, three students scored between 21 and 50, and one student scored above 50. According to the teacher/researcher student number five showed a higher proficiency in English because English is spoken at home.

The Pre-LAS test was given to the targeted fourth grade at Site A to determine the level of Spanish language proficiency prior to the action research project.

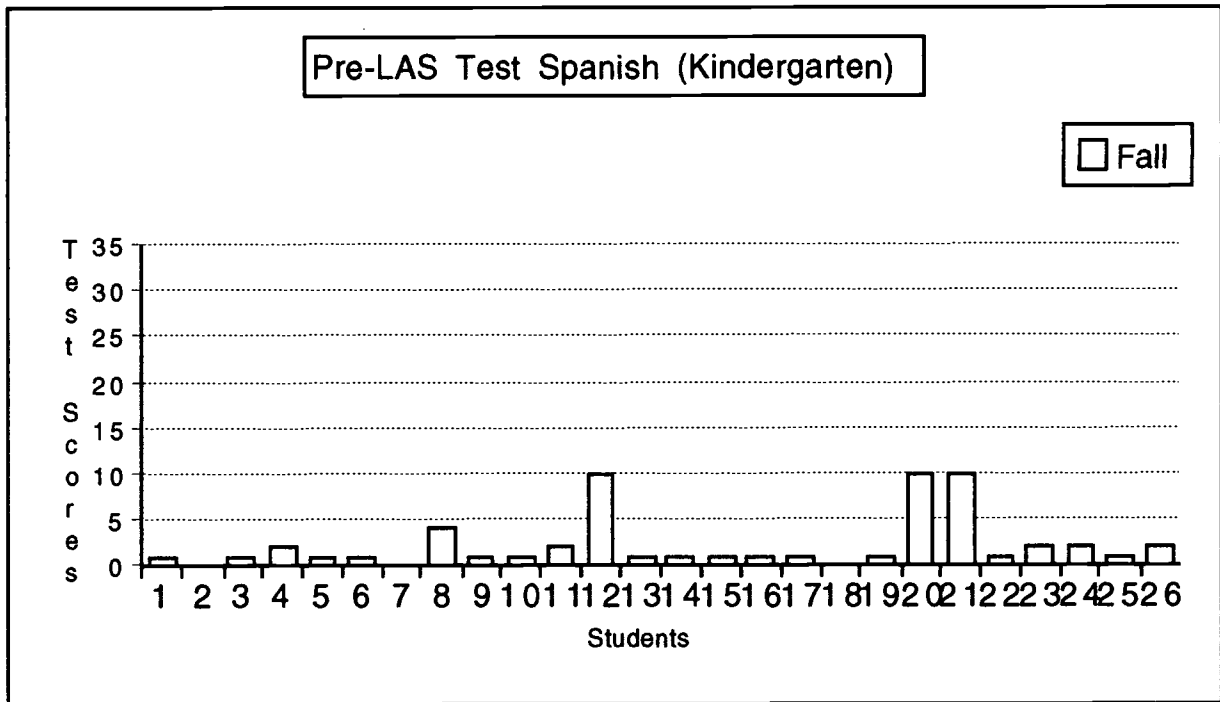
Graph Two



The results of the Pre-LAS test in Spanish which was given to the targeted fourth grade class at Site A, as illustrated in Graph Two, showed scores ranging from zero to five. The test has three language proficiency categories. Zero to 71 indicates a non-Spanish speaker, 72 -81 shows a limited Spanish speaker, and 82 -100 indicates a fluent or proficient Spanish speaker. Ten of the students scored zero, and ten scored between one and five. Fifty percent of the students had no knowledge of Spanish, while the other fifty percent showed minimal knowledge of Spanish. The teacher/researcher reported that this is due to limited formal instruction and exposure to Spanish.

The Pre-LAS test was given to the targeted kindergarten class at Site B to determine the level of Spanish language proficiency prior to the action research project.

Graph Three



The results of the Pre LAS test in Spanish was given to the targeted kindergarten class at Site B, as illustrated in Graph Three, showed scores ranging from zero to ten. The test has three language proficiency categories shows a zero to 71 is a non Spanish speaker, 72 -81 is limited Spanish speaker, and 82 -100 is fluent or proficient Spanish speaker. Two of the students scored zero and twenty students scored between one and five, and three students scored between five and ten. According to the teacher/researcher three of the students have prior knowledge of a second language. These three students have relatives that speak Spanish. The rest of the students had been exposed to one half hour of Spanish instruction per week for three weeks.

The Pre-LAS which was given to the targeted preschool, fourth grade, and kindergarten classed provided baseline information about students prior knowledge of either Spanish or English. The researchers used this baseline information as a comparison tool upon the conclusion of the research project, when the test was administered to the students again.

Probable Causes

Surveys, tests, and observations support an analysis of the causes for students lack of knowledge of a second language and cultures. Research literature and site based studies both indicated that the probable causes may be because of lack of opportunity to study a second language, lack of interest, and movements such as English Only. Since most students have not communicated in another language before, the needed to learn another language existed. The areas the teachers/researchers focused on increasing awareness of another culture and giving students opportunities to communicate in another language.

While analyzing the lack of opportunity students had to learn a second language the researchers found that the targeted preschool class at Site A had a diverse population. The racial ethnic make-up of the preschool class is 100% Hispanic and Spanish is their first language. The preschool program may be the first opportunity for many of the students to be exposed to English. This program services all the Limited Proficient speaking students in the district. The targeted fourth grade class at Site A has a racial ethnic make up of predominantly White Non Hispanic students. As shown in the parent survey, only 29% of the targeted fourth grade class spoke a second language at home. There is no opportunity for a foreign language class at the elementary school level at Site A. The targeted kindergarten class at Site B also has a racial ethnic make up of predominately White Non Hispanic speaking students. As shown in the parent survey, only 15% of the targeted kindergarten class spoke a second language at home. The students are exposed to a half hour per week of Spanish instruction.

In addition to the lack of opportunity to learn a second language, the researchers discovered another probable cause for the lack of a second language development. While analyzing the business surveys, the researchers found that most business did not require job applicants to be proficient in a second language. In fact, many of the businesses surveyed stated that fluency in a second language was not of importance and was not inquired about during the interview process. This may be the reason employees are not seeking proficiency in a second language.

Another probable cause is the English Only movement which began in 1981. Senator S.I. Hayakawa sponsored a constitutional amendment to make English the official language of the United States. Senator Hayakawa's proposal, variations of the same proposal have been introduced to Congress. There were five proposals in 1988 and three more in 1990. The Language of Government Act has been pending before the House and the Senate since 1991 (Montessori Life, 1998).

The National Language Policy was created to make English the official language of the United States. It has become the language dominating the United States. However, the United States is a multilingual society. All people in a democratic society have the right to education, to employment, to social services, and to equal protection under the law, (Montessori Life, 1998). Montessori Life went on to state in 1998 that no one should be denied their civil rights because of their linguistic differences and cultural background. This policy would allow everyone to live peacefully and harmoniously amongst each other in a multicultural diverse nation. It would ensure respect for the English language as well as other languages from around the world.

Research has indicated numerous reasons why the English Only movement is unnecessary. Firstly, the movement remains unrealistic. Thousands of immigrants remain on waiting lists to enroll into English language classes. Policies and proposals that recommend

making English the official language of the United States won't take action to increase the number of English language classes in order for all immigrants to be serviced (Montessori Life, 1998).

Second, the English Only movement will never be educationally unsound. Speaking English opposes bilingual programs that help students build linguistic skills. When a student fails to communicate effectively he/she will experience alienation and emotional distress. Montessori Life stated in 1998 that prohibiting diversity in our society will lead to less opportunities for multicultural experiences and learning opportunities.

Montessori Life stated that, the movement is unfair and dangerous (1998). When a monolingual society passes laws that forbid health and safety information, street signs, court trials, and marriage ceremonies in languages other than English, they deny these people their rights of freedom of speech, legal protection, and social services. It would be dangerous for a citizen to operate on a daily basis without speaking the official language of the country (Montessori Life, 1998).

Fourth, the movement is invasive. English Only laws violate the privacy of all people who speak other languages. When Filipino hospital employees are told that they cannot speak Tagalog in the lounge or when a college employee is told he must not speak Spanish during his lunch break, these people are denied their rights to freedom of speech and self expression (Montessori Life, 1998).

Fifth, the English Only movement is counterproductive. Our society is a culturally diverse. We need people who speak other languages to guide and help us communicate with foreign countries. It is anti immigrant and racist to demean the competencies of bilingual people and their backgrounds and heritage (Montessori Life, 1998).

Lastly, the movement is unconstitutional. The First amendment guarantees freedom of speech to all citizens in the United States. The Fourteenth Amendment forbids allowing

privileges and immunities of naturalized citizens. English Only ideas and laws violate all of these constitutional rights to all immigrants (Montessori Life, 1998).

In conclusion, there are many significant reasons why the English Only movement is unrealistic and unfair. There are more than forty different civic, religious, and professional organizations that have passed resolutions and proposals opposing the English Only movement. These supporters include NCTE, NEA, TESOL, MLA, American Council of Teachers of Foreign Languages, the Center for the Applied Linguistics, the American Psychological Association, the National Council for Black Studies, and the National Council of Churches of Christ. There are many people and organizations that feel strongly that the English Only movement is unconstitutional, invasive, and unfair to Americans and incoming immigrants.

In analyzing the third probable cause to the problem, that a second language is unnecessary, the researchers discovered through business and parent surveys that many people feel there is a minimal need for a second language. As noted in the parent survey, only 46% of the parents at Site A and Site B noted that they needed to know another language for their job and 66% of the business surveyed do not actively recruit applicants who are bilingual. The business replied that it can be a valuable asset for an applicant to possess, but it is not the first thing at which they look.

It may be concluded that through the survey and the literature review that there is a lack of opportunity to learn a second language. The literature review and surveys also indicate that there is a perception that there is not a need to have proficiency in a second language. The English Only movement is an example of the direct opposition to second language development. These reasons are all probable causes that students lack knowledge of a second language.

Chapter 3

THE SOLUTION STRATEGY

Literature Review

A review of the literature on second language development revealed several solutions to the problem; of children exhibiting poor comprehension of another language and culture in society today. The research literature indicated the probable causes may be because of a lack of opportunity for the study of a second language, movements such as English only, the idea that it is not necessary, and people feeling that they have no need or use for a second language. Citizens of the United States must be bilingual to fully function on the job, in school, or socially in our global society today.

The world we live in is ethnically diverse. At the time of the Declaration of Independence, America was populated by speakers of many languages, including English, German, Spanish, French, Dutch, Russian, and multiple American Indian languages. The founding fathers decided not to declare an official language. A belief in tolerance for linguistic diversity within the population, the economic and social value of foreign language knowledge and citizenry, and a desire not to restrict the linguistic and cultural freedom of those living in a new country was essential (Judd, 1987, p.15). America is the melting pot of the world. In today's society it is helpful to know at least two languages fluently. It has been proven that a second language is learned more quickly and more easily at a young age, because their minds are receptive to learning (Fuchsen, 1989). During early childhood years, becoming bilingual is often an unconscious event, such as learning to crawl or walk. Studies suggested that the younger a child is when a second language is learned the greater the long term proficiency. Children who learn a second language in childhood do tend to achieve higher levels of proficiency than those who begin after childhood

(Baker and Baker, 1993, p.74).

Learning a second language is also beneficial for children. A second language is defined as a language acquired by a person that is not their native language. Social interaction is defined as people getting along with others to accomplish communication goals in a social setting.

To effectively function in a social setting, it is necessary to learn the community's language use. In her book, Ways With Words, Heath (1983) suggested that each community has specific ways of socializing members and helping them function in the community. She also stated there are several features in children's social and linguistic environments which vary from one community to the other. In the 1980's Paul Simon, a United States Senator, wrote a book about learning foreign languages in the United States. He pointed out that few Americans know a second language. Paul Simon stated in his book, The Tongue Tied American, that we should greet visitors to the United States with a sign that reads: *Welcome to the United States, we can not speak your language* (Simon, 1980). In the years since Paul Simon's book was written, it has become even more essential for business people to become fluent in a second language. In today's society United States businesses seek employees who are proficient in English as well as other languages (Thomas & Collier, 1998 p. 23). It is through meaningful interaction with others in their daily lives and many cultural settings that children develop competence, fluency, and creativity in a language, which will encourage a well rounded individual for the working field.

Some of the benefits of learning a second language are: having a positive attitude toward diversity, enhancing cognitive skills, improving communication skills, and gaining academic achievement. (Rosenbusch, 1995). The study of a second language and its culture can serve as an important tool to expand intercultural perspectives. Children can have the freedom to explore the values and perceptions of other cultures. This will allow them to be open to view the world and its cultures.

Second language learning enhances cognitive development and basic skills performance.

Piaget believed that cognitive development takes place when a child is faced with an idea or experience that does not fit into his or her realm of understanding (Fuchsen, 1989). Children who are adequately exposed to two languages at an early age experience gains: they are more flexible and creative, and they reach high levels of cognitive development at an earlier age than their monolingual peers (Curtain, 1990, p.2)

The study of a second language has also had positive effects on memory and listening skills. Children become aware that language and objects are independent of one another, and that there are many ways in which to refer to one object. Language learning skills transfer from one language to another, which helps facilitate the learning of other languages.

Academic achievement is another area enriched by second language learning. One researcher found that students who had taken a foreign language in high school had a significantly higher grade point average in all high school subjects and in freshman English courses in college. In addition, data from the Admission Testing Program of the College Board showed a positive correlation between Scholastic Aptitude Test (SAT) and the study of foreign languages (Eddy, P.A.,1981). A number of studies in bilingual education also show that foreign language study can aid and accelerate the cognitive development of the brain (Fradd, 1982). Learning a new language helps to stimulate the dendrites in the brain. From the moment a baby is born, each and every experience builds the connections that guide development.

Learning a second language involves many steps. Krashen and Terrell, the natural approach, has four levels of language production. The first level is the preproduction stage. This stage involves learning by listening and watching and responding to instructions or commands. It is often called the silent period or no speaking stage. The children will usually point gesture or

draw to recreate something to show their understanding. The environment needs to be comfortable, safe, and trusting in order to understand their friends and teachers.

The second stage is called early production. This stage characterized by listening and watching friends and teachers to comprehend their messages. In this stage the students may mix languages, and they will usually use one or two word phrases to communicate with each other. The children will give one or two word phrases or will give yes or no answers. The students will use pointing gestures and drawings to communicate or show understanding of a message. The environment needs to be trusting and safe in order for this stage to be successful.

The third stage is called speech emergence. In this stage the students will begin to ask questions and give longer answers to questions. The students will speak using simple sentences. They will be able to retell a story or event. The children will speak about open ended events. They will begin to develop reading and writing skills.

The fourth stage is called intermediate fluency. This stage is characterized by students using connected sentences. The students will be able to have discussions with other students. The students will begin to discuss academic content instead of free conversations. The students will begin to develop advanced reading and writing skills. The students will now need assistance with vocabulary development. (Krashen and T. Terrell, 1983)

In conclusion, if education is a means by which to prepare children for the complicated

world they inhabit, we must give them tools with which to understand new challenges and then the educational system should offer an expansive curriculum as early as possible. With the increasing number of linguistic minority children in the United States, the school systems need to take into consideration the linguistic knowledge these children possess in their native tongues and then in order to design a conducive learning environment to enhance their prior knowledge. The linguistic resources these children bring into classrooms not only provide a foundation for learning English, but they also offer schools and society a multicultural perspective. Research has shown that through foreign language study, elementary school children receive the opportunity to expand their thinking, to acquire global awareness, to extend their understanding of language as a phenomenon, and to reach an advanced proficiency level in that foreign language. Parents, educators, and policy makers should find these reasons more than enough to prove the benefits of beginning foreign language study at an early age.

Cultural Awareness

Two languages and two cultures enable a person to have or multiple perspectives on society. Multicultural education is studying different cultures that make up American s society as part of a student s education. Those who speak more than one language and own more than one culture are more sensitive and sympathetic, and are more likely to build bridges than barricades and boundaries. Multicultural education ranges from awareness programs for majority language children to the sharing of cultural experiences with a classroom containing a variety of ethnic groups (Baker, 1993). Multiculturalism equips students, parents, and teachers, with the tools needed to build a society that includes all people and cultures (Lee, 1994).

Multicultural awareness will be taught through books, artifacts, and association with their buddies. Students completed pre and post surveys about cultural understanding and also brainstormed what they knew (before working with their buddies) and what they learned (after

working with their buddies) about other cultures.

Strategies Used

Buddy Systems

A strategy that helps language acquisition is the buddy system. The need of buddy systems and mentoring programs have become prevalent in the last decade with our rapidly changing society in the United States. At the Presidents Summit on America's Future, held April 27-29, 1997, where President Clinton and Hilary Clinton, Nancy Reagan, Betty Ford, Roslyn Carter, Collin Powell, and 2,500 citizens leaders kicked off an unprecedented effort to secure our children's future (Grief, 1997). The summit's goals were to provide young people with five fundamental resources: an ongoing relationship with a caring adult mentor, safe places and structured activities during non school hours, adequate medical care, a marketable skill through education, and an opportunity to give back to the community through community service. The summit is a call for each one to teach one. We will reach down, we will reach back, we will reach across to help our brothers and sisters in need. It is important to have adults actively involved in the development of our children (Grief, 1997 p. X).

There are many programs that are prevalent in the United States and around the world that focus on the same philosophy and semantics as the buddy system does. The Big Brother, Big Sister program is a good example of the use of the buddy system. The idea for the Big Brother, Big Sister program was introduced by Ernest K. Coulter in 1904. Later Irvin F. Westheimer developed the organization and furthered Coulter's ideas in Cincinnati, Ohio in 1910. Westheimer remained involved and devoted to the Big Brother, Big Sister program until his death in 1980 at age 101. Both men have helped spread the importance and need of a mentor program throughout the last 100 years in the United States (Greif, 1997).

The Public / Private Ventures (P/PV), a research and development organization

that focuses on helping young people, conducted a comparative study of 959 - 10 to 16-year-old children who are involved in the Big Brother, Big Sister program in 1992 and 1993. Half of the children were randomly assigned to a caring mentor. The other half of the children were put on a waiting list for a mentor and never received services. P/PV compared the two groups after 18 months of observations. The research showed that the children who had mentors for guidance and support were 46% less likely to use drugs. Thirty-three percent were less likely to hit someone, and 53% were less likely to skip school. The research also showed improvement in school attendance, school performance, and attitudes toward completing school work. These children had better relationships with their parents at the end of the study, due primarily to a higher level of trust provided and created by their mentor. Lastly, the study showed improvements in peer relationships and attitudes towards friends and classmates.

The Big Brother, Big Sister philosophy and main goal is to help children in need of adult companionship and allow the children to reach a healthy level of physical and emotional well being. Each child is given an opportunity to befriend a mentor who is willing to invest his/her time to help a child live a healthy life. This program serves more than 100,000 children a year, and the services allow children in need to grow to be normal and an emotionally stable adults. These actions are directly related to the guidance and care of a mentor. One-on-one mentoring situations are very unique because they provide a person with a sense of community, responsibility, and closeness with another human being. Lastly, a positive mentoring buddy system experience will help children build self worth, confidence, and give hope for the future (Greif, 1997).

The word mentor originated thousands of years ago in Greece.

Mentor means steadfast or enduring . Mentor has come to be known as someone who is a wise teacher, guide, or a friend. Mentoring is a one on one relationship between two people. A positive mentor relationship will develop over time and will build a trusting friendship. The interaction between people will produce higher levels of self-esteem, competence, and a feeling of belonging and importance. Mentoring is not a one time life changing event. To be a successful mentor, the relationship must endure through time. The interaction between the two people will create an on going series of small events that will form a history of events with each other. Mentoring is about consistency and longevity through time. It s all about taking quality time and being there for the other person. Mentors can be a significant positive influences in a child s life. Mentors can be a friend, an advocate, or a role model. (Greif, 1997, p. 8)

Peer buddy programs involve students supporting and helping each other. Also, effective peer buddy systems enhance their self esteem as well as create opportunities for positive social relations, enhance socialization and communication skills, and friendships to form. They are specifically designed for providing peer support in non-instructional ways. The most successful programs include instruction, training for students, and how to accept or reject failure. Organizing a buddy systems can be simple or elaborate. Buddy systems can be formed many different ways such as, by gender, age, interests, or by a random assignment (Borba, 1989).

Journal Writing

Buddy journals are an effective medium to use in a buddy system. The buddy journal is a personal notebook that allows two people to correspond with each other over a period of time. This medium of writing is a non threatening form of communication, because students can share their feelings and describe activities in their life, while writing in a comfortable manner. Students get to know each other without fear and are able to take risks. As students collaborate, they begin to see reading and writing as ways to create and share meaning with each other. These journals bring out cultural and ethnic histories, family traditions and experiences, and show different ways of thinking and unique views of the world. All students can learn to celebrate their own uniqueness and will expand their own perspectives of the world. The interactive writing that occurs in buddy journals helps to build a community of learners and encourages collaborative relationships that help students see reading and writing as ways of creating and sharing meaning with each other (Bromley, 1995).

Journals have been used by teachers as formative or on going assessment tools for years. According to Kay Burke, journals are usually written in narrative form, are subjective, and deal more with feelings, opinions, or personal experiences. They are often used to respond to pieces of literature, describe events, comment on reactions to events, reflect on personal experience and feelings and connect what is being studied in one class with another class or with life outside the classroom (Burke 1999, p. 114).

Journals provide for metacognitive reflection. Metacognitive reflections are important because they allow students to manage and assess their own thinking strategies (Burke, 1999). There is a need for students to self reflect regularly so they can become adept at monitoring, assessing, and improving their own performances and their own thinking. Reflection is the pause in the act of learning that deepens understanding and gives meaning to the learning

(Fogarty, 1997 p. 183). Journaling is just as important for second language students because they can also reflect on cultural experiences they have encountered in non-threatening ways.

Journals can be used by older students after each buddy activity. A list of journal stems can be provided for the students. The students can write for 10 - 15 minutes about their experiences and the vocabulary they learned. Younger students could reflect orally or draw a picture after each buddy activity. Both types of reflection could be used by teachers to assess learning and students' attitudes.

Word Walls

According to Patricia Cunningham 1999, the use of a word wall as a tool for learning vocabulary in a second language is appropriate because children need to associate meaning with the abstract connecting words. They need to have the words displayed in a readily accessible place in order to help them with their reading and writing skills.

The steps in creating a word wall are as follows:

1. Be selective and limit the words to common words children will use in their reading and writing.
2. Add words gradually - no more than five words per week.
3. Make the words accessible by putting them where everyone can see them.
4. Practice the words by chanting and writing them.
5. Do a variety of review activities of the words.
6. Make sure the words on the wall are always spelled correctly in students' writing.

(Cunningham 1999 p.58).

Children learn to recognize and automatically spell the most frequently occurring words, at an early age. Therefore, all their attention is focused on decoding and processing meaning.

Helping children develop individual word walls significantly increases their sight

vocabulary. The children will be able to strengthen their phonemic awareness through writing and pronouncing the words. Word walls are used to help develop children's vocabulary and print awareness skills, concepts of words, and phonic generalizations (Barr 1991 p.174).

Word wall words can be added after each buddy activity. The word wall could be posted on the wall in the buddy's classrooms. However, if there is no available wall space, students could construct portable word walls made from file folders. Observations of the word walls can indicate what new words have been learned.

Formalized Testings

A strategy that could help assess language development is a formalized or standardized test. A standardized test is a test, either norm referenced or criterion referenced, that is administered, scored, and interpreted in a standard manner (W.J Popham, 1999 p. 264). A criterion referenced test scores performance in relation to a clearly specified objectives. Once an assessment domain is defined, the student's test performance can be interpreted according to the degree to which the domain has been mastered (Popham, 1999). A criterion referenced interpretation does not depend on how others performed on the test; the focus is how the student performed on the domain on the content (Burke, 1999).

The Pre-LAS is a test designed to measure a second language in young children's expressive and receptive abilities through three linguistic components of oral language. The three linguistic components are morphology, syntax, and semantics. Since 1985, the test has been proven reliable and valid with children since. The test takes approximately ten minutes for each student to complete and is administered in a quiet area. The Pre-LAS test suggests that teachers should work in teams to score the test to show inter-rater reliability. The inter-rater reliability is 90% accurate (two raters would disagree no more than once in ten ratings) (Duncan & De Avowal, 1985).

The test was administered to both groups of students before beginning the buddy encounters. The same test was given after all of the buddy encounters were finished.

Teacher Checklist

A teacher checklist is a strategy to monitor specific skills or behaviors of individual students or all the students in the class. It is another way of recording progress by using charts or posters to indicate achievement in certain areas. This strategy can also be used as a way to motivate the students. Teachers use checklists for formative assessments by focusing on specific behaviors, thinking skills, social skills, writing skills, speaking skills, or athletic skills. The checklist provides an easy way to record skills, criteria, and behaviors. Observation is one of the most effective tools to find out what children can do and what their learning needs are (Burke 1999 p.140).

A checklist is an effective tool for monitoring second language development because it allows the teacher to have a concrete record of observations. These observations are then used to observe the child's oral proficiency in a second language. The checklist was used during the buddy activities to monitor vocabulary and participation during the activities. This strategy is a method that is also beneficial to the visual learner, to chart the student's progress and the second language learner is able to visually see his/her progress.

A checklist can be used to monitor the student's acquisition of new words in a second language. After or during each buddy meeting, the students could tell the teacher any new words they learned during that buddy meeting. The teacher would then record the new words on a checklist.

Project Objectives

As a result of increased exposure to another language the students will become aware of a new language and culture. Students will work together cooperatively in a multi-age ethnically

diverse setting to develop skills that will aide them as members of the society. The cooperative learning activities will enhance the students awareness of a second language and the ability to work in a group setting.

In order to improve the understanding of a second language and culture, our group will develop a buddy system with students of another language. Throughout the study beginning in September and ending in December, we will use cooperative learning techniques and teacher directed activities.

Project Action Plan

The action plan for the targeted preschool, kindergarten, and fourth grade classrooms is designed to increase a child s level of knowledge of another language and culture. This plan will begin September 4th, 2000 and conclude December 4th, 2000.

The targeted preschool and fourth grade classrooms will be working cooperatively to enhance knowledge of a new language and awareness of another culture. The targeted kindergarten classroom will be working with bilingual fourth and fifth grade students to also enhance the knowledge and awareness of another language and culture. Each school will be using a buddy system to implement the activities.

I. Week of September 4th-8th

- * Send out Parent Consent Letter
- * Send out Parent Survey
- * Conduct Parent Meeting
- * Inform staff and principal of research

II. Week of September 11th-15th

- * Begin Pre-LAS pretest with all students in study

III. Week of September 18th-22nd

- * Students will meet their buddy and have a snack with them

- IV. Week of September 25th-29th
 - * Gym activity
 - Name game
 - Trust building activity
 - Obstacle course
- V. Week of October 2nd-6th
 - * Cooking project
 - Video taping
- VI. Week of October 10th-13th
 - * Reading with your buddy
 - * Free choice play with your buddy
- VII. Week of October 16th-20th
 - * Art project
 - Pumpkin art
 - * Reading in the Library
- VIII. Week of October 23rd-27th
 - * Field Trip to Barnaby s
- VIV. Week of October 30th- November 2nd
 - * Watch buddy in the Halloween Parade in each other s rooms
- X. Week of November 6th-10th
 - * Music and Movement in Spanish and English
 - Video taping
- XI. Week of November 13th-17th
 - * Read book in Spanish and English
 - Make a class book with your partner
- XII. Week of November 27th- December 1st
 - * Computer lab activities
- XIII. Week of December 4th-8th
 - * Closing Activity
 - Video Taping

XIV. Week of December 6th-10th

* Pre-LAS testing post test

Methods of Assessment

In order to assess new knowledge of a second language and awareness of other cultures, students were assessed using teacher checklists and observations, formalized testing (Pre-LAS), journal writings, and surveys. Most of these assessments were used on a weekly basis.

Chapter 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to create an awareness of another language and culture. In order to expose children to a second language, many interventions were implemented such as; word walls, journal writing, the buddy system with children who speak another language, formalized testing, teacher checklists, and cultural awareness.

The intervention implemented September 4, 2000 through December 14, 2000 was focused on creating a cultural awareness through exposure to a second language. The targeted classes were a preschool and fourth grade class at Site A and a kindergarten class at Site B. Students worked cooperatively in a multi-age ethnically diverse setting to develop skills that will aide them as members of the society. The cooperative learning activities enhanced the students awareness of a second language and the ability to work in a group setting.

At Site A the targeted groups consisted of a preschool and a fourth grade classroom. At Site B the targeted consisted of a kindergarten classroom and a fourth and fifth grade classroom. These groups worked cooperatively to enhance knowledge of a new language and awareness of other cultures. The students were a part of the buddy program which implemented activities at Site A and Site B. Therefore, the researcher at Site A coordinated the schedules of two classrooms, the researcher at Site B coordinated the schedules with several teachers and students. As stated in chapter three, the scheduled times for the groups were once a week for one half hour visit. Depending on the activity for the week, the contact time ranged from a half hour to a hour.

Prior to the beginning of the school year, the researchers met with the administrators at Site A and Site B. The entire project was explained to the administrators at Sites A and B and was approved for implementation. Before the activities for the buddy program began, the

researchers gave the targeted students a formalized pretest at Sites A and B. The parent surveys and project consent forms (Appendix D) were also distributed and completed during the first week of school. The researchers gave the targeted fourth grade classroom at Site A a student language survey and an attitude survey, prior to meeting with the buddies. At Site B, the researcher scheduled conferences with cooperating teachers about their student s participation in the buddy program.

The intervention was implemented, as stated in Chapter Three, except for a few alterations. Times were established for the meeting sessions but almost immediately scheduling conflicts occurred. At Site A, scheduling conflicts arose due to the availability of the gym, computer lab, and the multipurpose room. The fourth grade class also had scheduling conflicts with special programs such as music class. The preschool class was only available Monday through Thursday in the afternoon. This made it difficult to find times that accommodated both classes. At Site B, scheduling conflicts occurred due to different class schedules of the fourth and fifth graders, who were pulled from several different classrooms.

Once all the preliminary consent forms and testing was completed, the researchers were able to begin implementation of the action plan. The targeted preschool and fourth grade classes at Site A finally met the week of September 18th. During the first week of the action plan, the students met in the multipurpose room. They met their buddies and shared a snack with them. The researcher took pictures of each buddy group to hang in both of the classrooms. The researchers began the checklist (Appendix E) and word wall (Appendix F) as listed in Chapter Three. The preschool class made pictures for each of their buddies and gave it to their buddy upon meeting them. The buddies began to become acquainted with each other by reading stories, discussing the pictures, and communicating with each other. The buddies were all very excited about the meeting. The targeted fourth grade class began writing in their journals using journal

stems the researchers had provided. (Appendix G) They began to ask when they would see their buddy again.

The second week, September 25th, the students met in the gym to work at different stations. The stations were: basketball hoops, numbered stepping stones, and hula hoops. This was difficult because it left open space for the children and was too unstructured this early in the program. One of the preschool students, who met their buddy for the first time, had a difficult time bonding with her buddy and cried during most of the activity. This was very frustrating for the fourth grade buddy. Since the buddies had a hard time with many stations, the researchers decided to pull the group together for a large group activity. During this activity, the students were able to join their buddy and kick a large cage ball around in a circle. The researchers began to see the fourth graders nurture the preschoolers. After the gym activities the fourth grade students wrote in their journals and one student wrote that he was unhappy working with his buddy. The researchers talked to the student and they decided it would be best to find a new buddy for him. The fourth grader was very content with the new plan.

The week of October 2nd, the buddy activity was to cook and play in the preschool room with their buddy. The students made and ate Puppy Chow (Appendix H). After this activity, they were allowed to play in the preschool room. We began to see the buddies communicate more effectively. Spanish and English words were used more to communicate. The fourth grade students were asking for words in Spanish to speak with their buddy. The researchers felt a sense of accomplishment in seeing the buddies work together well.

During the week of October 10th, the buddies read books together in the preschool room. They discussed the pictures in the stories in both Spanish and English. The researchers noticed that the students vocabulary in their portable word wall was increasing. They also saw that some of the fourth grade students were being especially patient with the preschoolers.

During week five, October 17th, the students took a field trip to a pizza parlor (Appendix I). The group left school at one o'clock. On the bus to the pizza parlor, the students were taught a pizza song in Spanish (Appendix J). Once we were at the pizza parlor, the buddies sat together in booths, while they listened to the manager describe how pizza is made. Then the buddies made their own pizzas together. While the pizzas were cooking, the buddies toured the kitchen, played a pizza game, and talked with each other. When the pizzas were delivered to each table, it was fun to see the buddies' excitement.

Parents from both the preschool and fourth grade classrooms chaperoned the trip. It was at this point that the researchers realized that they had the support of parents for the research project. This was also a turning point in the buddies' relationship with each other. One of the fourth grade buddies wrote in their journal, It was the greatest! . The researchers realized that having an activity outside of school was beneficial to the project.

During week six, October 23rd, of the project, the group met in the preschool room where the fourth grade buddies read an essay they had written. The researchers felt this activity was not holding the attention of the preschool students. However after reading the fourth graders' journals the researchers found that the fourth graders felt the preschoolers loved their essays. One student wrote in his journal, My partner and I read a story I wrote called, My First Sleep Over . She liked my story. After the essay reading was done the buddies went on a walk to collect nature items. The researchers felt this was an excellent vocabulary activity for the buddies to learn new words in Spanish and English. They learned to count their items and learn some color words. While everyone was outside the researchers took a picture of the whole group together. This was then placed in each of the classrooms. The preschool class enjoyed looking at this picture often and trying to find their buddies.

The week of October 30th, the preschool children were able to watch the Halloween

parade and see the fourth grade buddies walk around the school in their costumes. This activity was fun for the preschoolers because they were able to find their fourth grade buddy. This was a short week due to school inservice days, so the researchers only planned the parade activity.

The week of November 6th the researchers planned a turkey art project for the students. The researchers reserved the multi-purpose room for the buddies to work together at large tables. The project involved coloring, cutting and gluing. The fourth grade buddies worked cooperatively and allowed the preschoolers to create the turkey with limited help from the fourth graders. After making the turkeys the group formed a large circle, and introduced the turkeys to each other. The buddies needed to think of a Spanish and English name for the turkey. The researchers thought that this was an excellent way to end the activity for the students to gain awareness of cultural names.

The following week was a busy and hectic week for the researchers. This made it difficult to find a meeting time for the buddies. The preschool students made hand print turkeys to give to their buddies. The preschool students were excited to go up to the fourth grade classroom and present their turkeys to their buddies. It was interesting to see the positive reaction of the fourth graders when they were given the turkey, even though some of the turkeys did not even resemble a turkey. This was the first time the preschool children were able to visit the fourth graders in their room. This made a large impression on both of the buddy groups.

During the week of November 27th, the buddies once again met in the multipurpose room for a music and movement activity. One of the favorite songs the buddies sang was the Spanish song called, Un Elefante (Appendix K). The students also enjoyed a movement song about a washing machine in English. Even though one of the researchers was absent, and it was suggested that it be postponed, the students become very upset and still wanted to meet with their buddies. The substitute teacher and the other researcher decided that they would continue as planned.

The activity went well.

At this point in the research project, the reachers had more scheduling conflicts. This made it difficult to adhere to the action plan. The researchers felt it would be better to meet two weeks in January to implement the last two activities in the action plan.

The week of January 8th the buddies met in the computer lab. Prior to the meeting, the fourth grade students learned the program to use with the preschool students. This made it easier for the buddies to work together on the computer program. This activity had many positive outcomes. One was that the preschool students had never been allowed in the computer lab, because they were unfamiliar with using computers. In fact it was discouraged for the preschool students to be in the lab. Because the preschool children have only two older computers in their room, this was a big event for all of the preschool students to be on a computer all at once. The researchers felt the fourth grade students learned how to be patient during this computer time with their buddies.

The closing activity, during the week of January 15th, was sledding on a small hill adjacent to the schools playground. The students brought sleds and wore their snowsuits to school. This turned out to be one of the favorite activities of the students. In their final survey, the fourth grade students indicated that this activity was their favorite. Most of the students chose to sled, however, one preschool student was afraid to sled. This student s fourth grade buddy helped her make a snowman and they played in the snow. Even though the fourth grade student really wanted to sled, she was agreeable and helped her buddy make a snowman. Following the sledding, the students returned to the preschool room where they drank hot chocolate and ate popcorn. This turned out to be an excellent closing activity. One student wrote in her journal, Today we went sledding in the ditch. We had a blast. I hope after we are done being buddies we can still be friends, because she is very nice.

The action plan for the Buddy Program at Site B was implemented for fifteen weeks. The targeted kindergarten, fourth, and fifth grade classes met approximately for nine hours throughout the course of the study. Every fourth and fifth grade child was assigned to two kindergarten children. The assigned student groupings remained the same for the remainder of the Buddy Program.

On September 11th the targeted kindergarten class at Site B was given a formalized pretest to complete. The Spanish teacher at Site B tested each child on an individual basis in a private testing area. The test required approximately ten to fifteen minutes to complete. The test was designed to measure a student's expressive and receptive abilities in three linguistic areas of oral communication: morphology, syntax, and semantics. The researchers used this formalized test to measure the student's rate and amount of language acquired from socialization and interaction with a buddy who speaks another language.

On September 18th the students met their buddy/buddies for the first time for one half hour. The fourth and fifth grade students visited the kindergarten students in their classroom. The buddies met for a group snack. Before the snacks were distributed, the students were given instructions to communicate with each other to overcome the language barriers between them. The students used non-verbal cues, hand motions, and pictures to communicate with each other. The students enjoyed meeting their buddy/buddies for the first time and found it challenging to communicate with each other.

On September 25th the targeted groups met in the school art room for one hour. The students were instructed to create a picture together with their buddy. The students had to work together cooperatively to create their masterpiece. The teacher/researcher provided the students with crayons, markers, colored pencils, glitter, and glue for the students to complete the free art activity. When the students were finished working, their artwork was displayed in the school

hallway. At the end of the activity, the buddies were more familiar and comfortable with each other. The groups worked well together, shared ideas for the picture design, and used the materials appropriately.

On October 2nd the targeted groups met in the kindergarten classroom for one hour. The students made homemade applesauce with their buddy. Each group was provided with the materials and tools needed to complete the recipe correctly. The teacher/researcher guided the groups to mastery of the task by presenting the correct operations. First, the students needed to chop the apples into little pieces and place the pieces into the large mixing bowl. Second, the students were asked to add the rest of the remeasured ingredients into the mixing bowl (cinnamon, sugar, lemon juice, and water). Third, the students were required to mash the ingredients all together with a potato masher. After each group had completed the preliminary activities for the time period, the students were instructed to place all of their ingredients into the large crock pot, clean up their area and tools, and wash their hands. The homemade applesauce cooked on low for the remainder of the school day (4 hours) and at the end of the day the students were able to eat and enjoy the applesauce with their buddy before going home for the day. The students worked very well together and enjoyed eating applesauce together. The level of trust and friendship was heightened by this third visit.

On October 10th the targeted groups met in the school library and media center for one half hour. The researchers provided the students with pictures books, beginning reader books, and chapter books in English and in Spanish. The students were allowed to choose any type of book they desired to share with their buddy. The language barriers were an obstacle when reading the books to each other. The groups were most successful in communicating with each other when picture books used.

On October 16th the targeted groups met in the kindergarten classroom for one half hour.

The students were instructed to make a pumpkin sponge art project. Each group was given a large white piece of paper with an outline of a pumpkin drawn on it, a cup of orange and black paint, a pair of scissors, and two sponges. The student s task was to create a Jack-O-Lantern together using the materials provided. After the artwork had dried it was displayed in the kindergarten classroom as decoration for the Halloween party. The students worked well together and enjoyed using paint.

On October 23rd the targeted groups gathered in the school gymnasium for one half hour. The students entered the gym and located their buddies. The students were provided with basketballs, hula hoops, and jump ropes. Each group selected an activity to do together. The children were allowed to switch activities as often as they desired and the groups were given time to explore each activity. The targeted fourth and fifth grade students helped the kindergarten buddies use the equipment the correct way and also showed them different ways to use each piece of equipment as well.

On October 30th the targeted groups reunited in the school parking lot for two hours. The students participated in the school Halloween parade. The children walked the perimeter of the school parking lot and around the school grounds. Each child was dressed in a costume for the celebration. After the parade was completed the students went to the school fun fair with their buddy/buddies. Each group was instructed to visit every booth in order to experience each activity. There was a multitude of games to choose from such as ring toss, fishing for prizes, and bowling. After each group collected their prizes, the students reunited in the kindergarten classroom for a Halloween party. The buddies shared a snack, sang songs, and danced to scary music together. The students had an enjoyable afternoon together. The students responded that this meeting session was their favorite throughout the buddy program.

On November 6th the targeted groups met for one half-hour outside on the playground.

The teacher/researcher created a nature scavenger hunt for the buddies to complete together (Appendix L). The researchers instructed the students to find all of the nature elements on the scavenger hunt paper and place the nature evidence into a Ziploc Bag provided by the teacher/researcher. After each group had located all of the required evidence, the group turned in their packets to the teacher/researcher and was awarded with free time to play on the playground with their buddy. The students had a good time hunting for nature and found it challenging to locate the mystery nature. The buddies were becoming very comfortable with each other and enjoy each other's company.

On November 13th the targeted groups gathered for one hour on the playground to collect leaves. The students located their buddy/buddies to gather leaves with. Each group was given a bag to put their leaves into. After each group was satisfied with their findings, the students were instructed to reunite in the kindergarten classroom for the second portion of the lesson. The teacher/researcher had four stations available for the students to explore. Each group was allotted ten minutes at each table.

The first station consisted of a leaf tracing table. The children were able to create leaf tracings by placing leaves underneath white paper and rubbing a crayon over the top of the paper to recreate a duplicate image of the leaves. The students were able to make as many replicas as they desired.

The second station was a wax paper leaf art table. The buddies were instructed to place leaves between two pieces of wax paper. When all of the leaves were in place, teaching assistant used a hot iron to melt the wax paper and leaves into place. When the wax paper was dry, the students placed their masterpieces on the classroom window.

The third station was a leaf identification table. The table consisted of magnifying glasses, a microscope, and leaf identification books. The students were able to explore and

investigate each leaf in further detail with their buddy. The children were allowed to use as many of the tools as they wanted to for the time allotted.

The fourth station was a free art table. This table included a variety of colored glitter, glue, tape, and white paper. The students were instructed to create a masterpiece using the materials provided by the teacher/researcher. After the artwork was completed and dried, the students displayed their projects in the hallway. The students enjoyed the variety of activities that were available to them. The targeted kindergarten students looked forward to meeting with their buddy the next week. All of the students were growing very fond of their older buddy.

On November 27th the targeted students gathered for one half hour in the computer lab. The teacher/researcher provided the students with a multitude of Living Books to manipulate on the computers. The Living Books had a variety of activities available for the students to use. The first activity allowed the students to interact with the characters on the screen by clicking on them with the mouse. The characters moved and communicated with the student. Secondly, the living book can be read to the student or the student can read the story in English or Spanish on his or her own. Lastly, there are a variety of educational games for the students to choose from to interact with. Some of the living books were from collection of famous authors such as Mercer Mayer, Richard Scary, and Dr. Seuss. Each group had their own computer to use. The students were allowed to switch computers once with another group to provide the children with a variety of experiences from the computers. The targeted fourth and fifth grade students helped the kindergarten students manipulate the computer operations and the mouse in order to access the activities on the computer. There was good communication and learning throughout this meeting.

On December 4th the students met in the school hall for one half hour for a movie and popcorn party. This activity was the closing session for the buddy program. The children sat

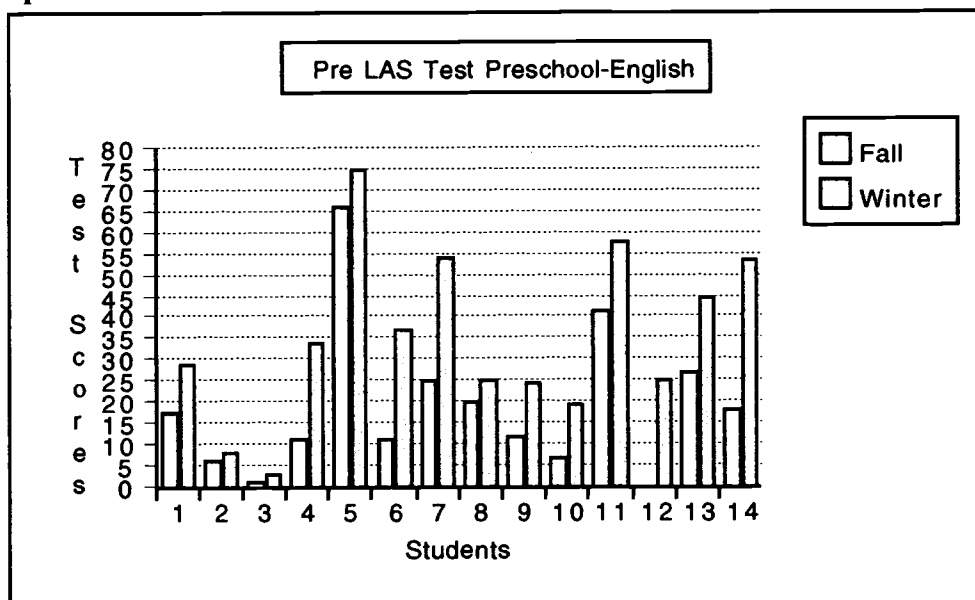
next to their buddy during the movie, Tommy's Gift. Each student was given a bag of popcorn and juice box to enjoy throughout the movie. After the show was over the students said goodbye to their buddy. The students were sad that the buddy program was coming to the end. The children will miss their weekly visit from their buddy. The teacher/researcher and other staff members agreed to let the targeted students sit together at all school functions and school assemblies in the future to continue the friendships and bonds that were formed throughout the buddy program.

On December 11th the targeted kindergarten class at Site B was given a formalized post-test to complete. The Spanish teacher at Site B tested each child on an individual basis in a private testing area.

Presentation and Analysis of Results

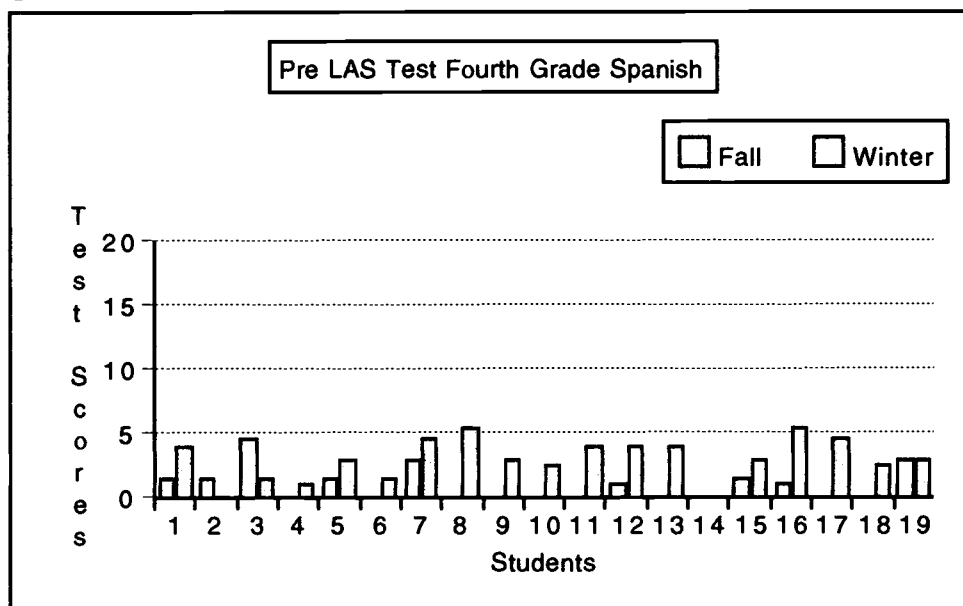
Pre-LAS post testing, post survey, journal entries, and teacher observations were used to evaluate the effectiveness of this project.

The researchers administered the Pre-LAS post test at the end of the research project. The targeted preschool and fourth grade students at Site A and the targeted kindergarten class at Site B were all given the same test that was administered in September. The test required approximately ten to fifteen minutes to complete. The test was designed to measure a student's expressive and receptive abilities in three linguistic areas of oral communication: morphology, syntax, and semantics. The results for the formalized testing is presented in graphs one, two and three.

Graph One

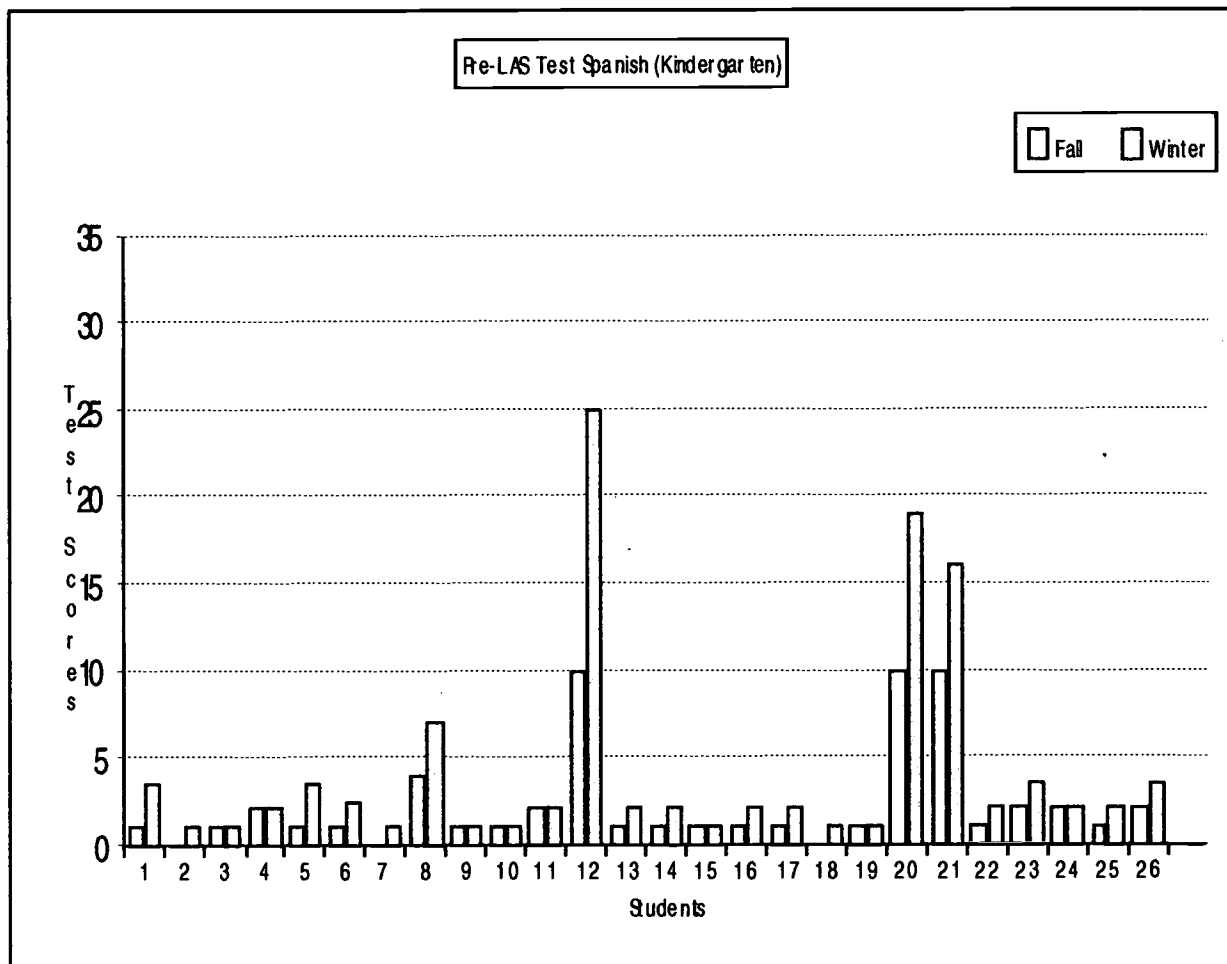
Graph one shows the comparison of the Fall and Winter Pre-LAS test results of the Preschool class at Site A

The results of the Pre-LAS test in English given in the winter to the targeted preschool class at Site A showed scores ranging from three to 75. As stated in Chapter Two, the test ranges from zero to one hundred. The test has three language proficiency categories. Zero to 71 indicates a non-English speaker, 72 to 81 shows a limited English speaker, and 82 to 100 indicates a fluent or proficient English Speaker. All of the target preschool students showed improvement in English. Three students scored 20 or below during the winter testing, whereas ten scored 20 or below in the fall. Seven students scored between 21 and 50 during the winter testing, however three scored between 21 and 50 in the fall. Finally, four students scored above 50 in the winter, while only one scored above 50 in the fall. The intervention appears to have had a positive effect on the English language development of the targeted preschool students. The students in the buddy program met a total of ten hours during the research project. The preschool students were also exposed to English during their regular class time.

Graph Two

Graph two shows the comparison of the Fall and Winter Pre-LAS test results of the Fourth Grade class at Site A

The results of the Pre-LAS test in Spanish given to the targeted fourth grade class at Site A showed scores ranging from zero to five and five tenths. As stated in Chapter Two, the test ranges from zero to one hundred. The test has three language proficiency categories. Zero to 71 indicates a non Spanish speaker, 72 to 81 shows a limited Spanish speaker, and 82 to 100 indicates a fluent or proficient Spanish speaker. Two students, numbers two and fourteen, showed scores of zero on the winter post test, however, ten students scored zero on the Pre-LAS test given in the fall. The two students who scored zero on the winter post test were absent and unable to be tested. Seventeen students tested between one and five and five tenths in the winter, whereas, ten scored between one and five in the fall. The intervention appears to have had a positive effect on the Spanish language development of the targeted fourth grade students. The students in the buddy program met a total of ten hours during the research project. The fourth grade students were not exposed to Spanish any other time during the school day.

Graph Three

Graph three shows the comparison of the Fall and Winter Pre-LAS test results of the Kindergarten class at Site B

The results of the Pre-LAS test in Spanish given to the targeted kindergarten grade class at Site B showed scores ranging from one to twenty-five. As stated in Chapter Two, the test ranges from zero to one hundred. The test has three language proficiency categories. Zero to 71 indicates a non Spanish speaker, 72 to 81 shows a limited Spanish speaker, and 82 to 100 indicates a fluent or proficient Spanish speaker. Zero students scored zero on the winter post test, however, two students scored zero on the Pre-LAS test given in the fall. Twenty-two students tested between one and five in the winter, whereas, twenty scored between one and five

in the fall. One student scored between six and ten in the winter, and three students scored between six and ten in the fall. The remaining three students scored between 11 and 25 during the winter testing, and none of the students were in this range in the fall. The intervention appears to have had a positive effect on the Spanish language development of the targeted kindergarten students. The students in the buddy program met a total of nine hours during the research project. The kindergarten students were exposed to one half hour per week of Spanish instruction.

The post survey was given to the fourth grade students at Site A to measure the students' attitudes about cultures and the buddy program (Appendix M). The results are as follows.

Post Survey

1. How did you feel about working with the preschool class?



92%

Excellent



8%

Good



0%

Poor

2. What did you like best about working with your buddy?

•Student responses to question number two indicated that the fourth grade students liked being able to teach things to their buddies and learning things from their buddies, such as Spanish words. They also liked having the younger children look up to them.

3. What was your favorite activity you did with your buddy?

•Students responses to question number three showed that the fourth graders' favorite activities were sledding and going to the pizza parlor. These activities were both times that the researchers noticed the buddies interacting on a higher level.

Why was it your favorite?

•The students responded that these activities were their favorites because they were fun and they could teach their buddies things that were fun. One student stated, "I get to see what my buddy can do."

4. What was the hardest thing about working with your buddy?

¥The students responses to question number four indicated that communicating with their buddy was the most difficult task when working together.

5. What was the easiest thing about working with your buddy?

¥The students responses to question number five showed that playing with their buddy and showing them that they were their friend were the easiest part of working together. One student stated, Teaching him how to count and learn the colors in English was the easiest thing about working with my buddy. Another stated, Showing him how much I care for him.

6. What are some new and interesting things that you learned from this experience?

¥The responses to question number six revealed that most of the fourth grade students felt that they had learned some Spanish words. One student stated, I learned that even though someone speaks a different language, you can still be friends.

The results of the post survey showed that the fourth grade students felt the buddy program was meaningful. The responses were positive in regard to the activities and working with a preschool student. The researchers gained an insight into the fourth grade students attitudes.

As stated in Chapter Three, the targeted fourth grade students at Site A and the fourth and fifth grade students at Site B wrote in a journal after every activity with their buddies. There were writing prompts that the student used in order to respond to the day s activity. The responses gave the researchers insight on a regular basis as to how the fourth graders were reacting to the research project.

After the second meeting one fourth student from Site A wrote, What was frustrating is how my buddy hit me twice. The researcher gave him a choice of changing buddies, and he chose to work with another partner. The next week he wrote in his journal, I feel much better because I was given a choice to work with a mean boy or a new partner. I chose a new partner. Without this journaling, it would have taken the researchers several more weeks, to have realized

there was a problem because the fourth grader is a very quiet student.

There were other responses in the fourth grade journals from Site A that were interesting and helpful to the researchers during the course of the research project. One of the students wrote after the first week, I thought it was gonna be boring. Then it was very fun. I learned how to speak Spanish. My buddy liked me. I had the best time of my life. The researchers felt the program was off to a good beginning. Some of the students commented on learning how to work with their buddy, Sometimes the buddy wouldn't listen and we couldn't communicate, but we got through it. I can't wait to see him again next time. Another said, I like doing this because I feel like a teacher. But the little ones are teaching me some of their language. I can't wait until next time.

Students sometimes asked questions in their journals, such as, When can the preschoolers visit our room and can we learn about their families? The researchers then answered the questions, and this also helped the researchers think of things to add to the action plan.

Journal responses also helped the researchers realize that they were providing experiences for the students that they might not have experienced. One student said, We made our own pizza. That was something I never did before, and probably never will again. Positive comments such as the one about the pizza experience, led the researchers to the realization that the project was producing many different and unexpected results. I hope after we are done being buddies we can still be friends because she is very nice.

The fourth and fifth grade buddies from Site B responded in their journals with comments such as, My buddy was very friendly. Another student stated, My buddy paid attention to me, and she was quiet and respectful. One fourth grader commented, My buddy listened to me and he was nice and cute. I loved working with my buddy. The researchers were able to infer

that the program was a positive experience.

At the conclusion of the research project, the researchers asked the fourth grade students to write a persuasive essay (Appendix N). They had a choice of writing about why their buddy was the best buddy or why other schools should adopt a buddy program. This was not part of the original action plan, however, but it turned out to be very enlightening. The researchers found the essays to be positive toward a buddy program (Appendix O).

Conclusions

The objective of this project was to create an awareness of another language and culture. Based on the presentation and analysis of data the researchers feel they have reached the intended results. The students' awareness of another language is shown through researcher's observations, student journals, formalized testing, and student post survey.

The teachers/researchers observed students trying to use a variety of ways to communicate with their buddy. Students would often ask the teacher/researcher how to say something in the other student's language. In their journal writing, students often commented on what new vocabulary words they had learned in the other language. In addition, the targeted fourth grade students kept a portable word wall in the back of their journals. This helped the teacher/researcher keep track of vocabulary development of the targeted language. The formalized testing, the Pre-LAS Test, provided the teachers/researchers with a tool to formally assess the students' growth in a second language. The majority of the students in the study showed improvement in second language development. As stated in Chapter Three, the test was administered in the early fall and again in the winter. Referring to question six, What are some new and interesting things you learned from this? in the student post attitude survey, the researchers found that the most of the students said they learned words in Spanish.

Researchers observed cultural awareness throughout the study. The student journals and post attitude survey also provided evidence for the teachers/researchers regarding cultural awareness. The researchers observed an accepting attitude of students toward their buddy and his/her culture. Student responses in their journals and surveys indicated a positive attitude toward their and the buddy's culture.

The use of a buddy system across grade levels was an important part of this project. Both the older students and the younger students developed a bond with each other. Students were very upset if their buddy was absent on a meeting day, and would make comments such as, Today I had to be with Kari's buddy, because my buddy was sick. I miss my buddy. The targeted fourth grade students at Site A also became daily helpers in the targeted preschool class. They were in the preschoolers' classroom when they arrived to help them with their coats and backpacks.

Another positive result of this program at Site A was the increased interaction between the kindergarten through fifth grade students from the surrounding neighborhood and the preschool students who are bused in from the entire district. There has been an increased bond because of this action research project. Special teachers such as computer and gym have become involved with the project, and have opened up the use of their classrooms.

This project is still being continued, even though the study has been completed because of the positive outcome of the project. The students and staff of the targeted classes have felt this is an important part of the children's school experience. Students ask daily when they will see their buddy next.

The results of the business surveys were surprising to the researchers. Before implementing the surveys, the researchers thought there would be a comprehensive need on the part of businesses for applicants to know more than one language. Most of the businesses

surveyed indicated they have international divisions that deal with language issues, or that language is not a problem or even considered when interviewing and hiring employees.

Recommendations

The researchers would highly recommend this buddy program to any other educators who are seeking a cross-cultural and/or language experience for their students. Before beginning the program, you should plan your activities for each week and should be presented to your administrator for approval. This will give you the support you need to implement the program. A parent meeting explaining the program would also be beneficial.

The first step in the implementation process is to assign students a buddy. It is important to have the same buddy because they develop a bond with each other. A drawback is students' absences on activity days. Since students were assigned buddies, when a student was absent, they had to be reassigned to another buddy group. They often were unfamiliar with the buddy and felt uncomfortable.

The initial activity should be fun and non-threatening. An example of this is sharing a snack, which requires little communication and effort. Another activity that should be implemented during the program is an interactive field trip, which promotes a special trust and bond between the students. Activities should be done weekly, and should consist of a variety of different activities.

Another recommendation is that the students keep journals. This allows the educator to monitor the students' reactions about each of the activities. Students need to know that only the instructor will be reading the students' responses, and that any information will not be shared with anyone else. This is a non-threatening form of communication for the students. Journals also help keep the researchers informed of any triumphs and/or problems the students might be

experiencing.

One of the pitfalls is scheduling conflicts. Even though the action plan allowed flexibility within a weekly timeframe, there were several weeks that it was difficult to find a time to meet that was convenient for both classes. It is important that the instructors be flexible when planning meeting times and activities. It is also necessary to have a strong commitment prior to the beginning of the program so that nothing interferes. In order for a plan such as this to work, weekly meetings are essential.

After implementing the Pre and Post Attitude Student Surveys, the researchers discovered that the stars needed further explanation because the students were confused about the meaning of the stars. A recommendation for this would be to eliminate the stars and use only words, or write words under the stars indicating what the stars meant. The researchers also found most businesses very reluctant to discuss hiring policies. This made conducting the business surveys difficult. Shortening the business survey or changing the wording on some of the questions would be another suggestion.

Anyone implementing this program will find that the advantages outweigh the disadvantages. Creating cultural and second language awareness can only benefit the students. Students who have this awareness will be better prepared to live in our global society.

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APPENDICES

Appendix A

Student Survey

Please complete the following survey. It is part of my master s research on second language awareness and cultural understanding. All answers are anonymous and confidential.

1. Do you speak (more than a few words or phrases) or understand (most of a conversation) a language other than English?

Yes
No

If yes, what is the language?

How did you learn it?
2. Do you know anyone who speaks another language?

Yes
No

If yes, what is the language? Who? (optional)
3. Do you think it would be easy for you to learn another language?

Yes
No
4. Would you like to learn another language?

Yes
No

If yes, what?
5. If you have the opportunity to learn another language in middle school or high school, do you think you will take one?

Yes
No

Why or why not?
6. How do you think you would best learn another language?
 - a. Listen to tapes
 - b. Have a teacher teach me
 - c. Be a partner with someone who speaks that language
 - d. Use a computer program

Appendix B
Parent Survey

This survey is part of my master's research project on second language awareness and cultural understanding.

Please complete the following survey by circling the correct response for questions 1-5, and by answering question number 6. All answers are anonymous and confidential. Thank you for your help.

1. Do you speak a second language at home?

Yes**No**
2. Do you have any relatives or friends that are bilingual or multilingual?

Yes**No**
3. Did you feel the need to know another language for your job or career?

Yes**No**
4. Have you ever studied another language in a formalized teacher/ student structure?

Yes**No**
5. Do you think it is important for your child to be exposed to another language besides his or her own native language?

Yes**No**
6. If you were given an opportunity to learn another language, what would it be?

Appendix C
Business Survey

(Conducted by telephone on _____)

1. In an interview process is it important to you to find an applicant that is bilingual?
(speaks another language)
 - a. Is this a question that is asked during the interview process?
If the answer is no, ask why not? (Do they feel it is inappropriate?)
2. Do you actively recruit individuals whose primary language is something other than English?
3. When hiring Human Resource applicants do you pro actively seek applicants that speak other languages?

What languages?
4. When staffing individual accounts, is a second language taken into account? ie(Do your China reps need to speak Chinese?)
5. Do you seek or recruit individuals from another country for their cultural and/or language experiences?
6. Do you feel there is a lack of applicants for jobs that require a second language in your department?
7. Is a person s cultural background important to you when making a job placement for certain international jobs?
8. Have you run into language barriers on various international accounts?

And if so what were they?

What techniques did you use to overcome them? (Translator?)

And if not what steps have you taken in preventing the barriers from happening?

Appendix D
Parent Consent Form

September 2000

As part of my Masters program, I am conducting a research study about to students' learning. My study for this year focuses on second language development as a tool for learning about other cultures. Your child's class will be participating in a study to help us learn about second language development. I am writing you to ask your permission for your son or daughter to be a part of this project.

Throughout the next four months your child will be working cooperatively with two other classrooms to be exposed to a new language. This study will begin in September and end in December. During the study we will be meeting and doing a variety of activities while introducing your child to another language. Throughout this study I will be taking photographs and video taping of your child and collecting projects done with the other classrooms. All of the students work and pictures will be kept confidential and the results of our findings will only be reported by groups and not reported individually.

We would greatly appreciate your permission for your child to participate in this study. If you have any questions about this study please feel free to call _____ at (847) _____. Thank you for your time and cooperation.

____ Yes, I give my child permission to participate in this language study.

(Child's Name)

(Date)

(Parent's Signature)

Appendix E
Buddy Checklist of English and Spanish Words

Date	Spanish Words	English Words
------	---------------	---------------

Appendix F
Portable Word Wall

A

B

C

D

E

F

G

H

I

J

K

L

Appendix F
Portable Word Wall

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Appendix G
Journal Questions

Select one journal questions for each journal page. You may use the same question more than once, but use at least **five** different questions throughout your journal. You need to elaborate on each question and have at least 4 to 6 sentences in your journal response.

1. What did you like about today's activity?
2. What was something you learned about your buddy today?
3. What was something interesting about today?
4. What was frustrating about today?
5. I like working with my buddy because....
6. Describe the different ways you used to communicate with your buddy.
7. Describe your buddy.
8. How did you feel about today?
9. What would you do differently next time with your buddy?
10. Questions I still have
11. What could I have done better today?
12. What new Spanish words did I learn today?

Appendix H
Puppy Chow

1 - 12 ounce bag of chocolate chips
1 cup peanut butter
1 stick of margarine

Melt the above ingredients together

Put one box of Rice Chex or Corn Chex cereal in a large bag. Pour melted mixture over the cereal. Shake the bag until the cereal is coated.

Add 1 - 2 cups of powdered sugar to bag. Shake to coat the cereal with the sugar.

We adapted this recipe for the buddies. Each buddy group scooped out two cups of cereal and put it in a zip lock bag. We added a small amount (about one fourth cup) of the chocolate/peanut butter mixture to the bag. (We put the chocolate mixture in a larger zip lock bag and cut off one end, so we could squeeze some of that mixture into the bags of cereal.) After they took turns shaking the cereal and chocolate mixture, we poured some powdered sugar in the bags. They took turns shaking it again and ate it!

Appendix I

Our Buddies Field Trip to Barnaby's Pizza

Dear Parents,

We are planning a field trip to Barnaby's Pizza Restaurant in Arlington Heights with our Buddies. This is be just one of the many activities we are doing with our buddies throughout this year. The children will be making pizza's with their buddies and eating them in the restaurant. **We will be taking this trip on Monday, October 23, 2000.**

We are asking the parents to send in **\$3.00** for this field trip which will be the cost of the pizzas and the bus. We realize this is the second field trip this month, but we would love the effort to be made for the children to be able to come. This is not a mandatory field trip however, we strongly recommend the children come so each class will be able to be with their buddies on this day. We also need some parent volunteer's for this field trip so let us know if you would like to help out with this field trip. We will choose the parent volunteers on a first come first serve basis and let each parent know.

On this day the Preschool children will be able to ride the bus to and from school so all the transportation will be provided. If a preschooler decides not to go on the trip he/she will not have school that day. The fourth grade class will be taking the field trip in the afternoon on October 23, 2000. The bus will be leaving promptly at 1:15 and arriving back at school by 2:45. We hope that all of the children will be very excited about taking the field trip with their Buddies.

Thank-you,
Rebecca Abhalter
Mrs. Vabulas
Mrs. Myers

Please send in by: Monday, October 16th

_____ Yes, my child will be able to go to Barnaby's Pizza on October 23, 2000.

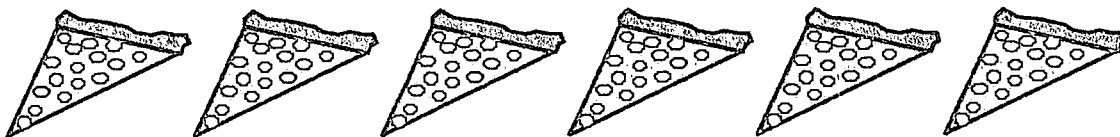
_____ No, my child will not be able to take the filed trip to Barnaby's Pizza on October 23, 2000.

_____ Yes, I will be able to help out with the field trip to the Pizza Parlor.

Parent's Signature

Child's name

Appendix J
Soy Una Pizza



Traducido al español por Charlotte Diamond
 1993 (SOCAN) de la canción en inglés
 "I am a Pizza" de Peter Alsop

**Soy una pizza
 Con mucho queso
 Llena de salsa
 De tomate
 Cebollas y hongos
 Oregano
 Soy una pizza
 !Soy la mejor!**

**Soy una pizza
 Pepperoni
 Sin anchoas
 Sin boloni
 Soy una piaaz
 Pideme
 Soy una pizza
 Ya llevame**

**Soy una pizza
 Pimiento verde
 Sali del horno
 Hacia la caja
 Pero en el conche
 !Me cai!
 Soy una pizza
 !Pobre de mi!**

**Fui una pizza
 Fui la mejor
 Una linda pizza
 !Ahora ya no!**

Appendix K
Un Elefante -- One Elephant

Un elefante se balanceaban
sobre la tela de una arana;
como veian que resistia
fueron a llamar a otro elefante.

Dos elefantes se banaceban
sobre la tela de una arana;
como veian que resistia,
fueron a llamar a otro elefante.

Tres elefantes...

One huge elephant
Balancing carefully
On the web of a spider.
When he saw the web was strong,
He called another elephant to come along.

Two elephants...

Appendix L
Nature Scavenger Hunt
Checklist

(K) Name _____

(4/5) Name _____

_____ Leaf

_____ Rock

_____ Grass

_____ Dirt

_____ Sticks

_____ Flower / Weed

_____ Wood Chips

_____ Mystery Nature ?

_____ Acorns

_____ Tree Bark

Appendix M Post-Survey

Please complete the following survey. The results will be used as part of my master's research project. Your answers are anonymous and confidential. Thank You.

1. How did you feel about working with the preschool class?



2. What did you like best about working with your buddy?

3. What was your favorite activity you did with your buddy?

Why was it your favorite?

4. What was the hardest thing about working with your buddy?

5. What was the easiest thing about working with your buddy?

6. What are some new and interesting things that you learned from this experience?

Appendix N
Persuasive Essay

Choose One

1. Other schools are thinking of having a buddy program, like the one our school has. Write an essay that would persuade them that they should put a similar program in their schools. Be sure you support your reasons with details and examples.
2. Write an essay to persuade someone that your buddy is the best. Be sure to support your reasons with details about your buddy.

Appendix O
Student Essays

We Want Buddies Yes We Do! We Want Buddies

How About You?!

I think that all different schools in the state of Illinois should have a preschool buddy. For example, you will be able to learn both English and Spanish. Another good reason to have a buddy is you get to do fun and exciting activities. Those are my reasons to have the little buddy program.

My first reason you should have this program is because, you get to learn a language while you are having fun. Both you and your buddy will learn a new language. For example, Right now my buddy speaks very well in both English and Spanish because of this program. Also you can teach each other new words such as, everyday. that is why this language can help a lot of people.

Also the activities may help someone too. Such as, doing the activities help children to get to know each other. For instance, we went to a pizza parlor and, we got to know our differences and how we are alike. Also, we done some fun activities such as, we went sledding, we made postcards, and many other things. So now with this program, kids will be able to get along better with younger children and siblings. Finally you get to have fun memories together.

Those are some reasons why kids should have this program. One reason is that you get to learn a new language. Another is that you get to do fun activities. That is why you should have this program.

Other Schools Should Have A Buddy Program!

Other schools should have a buddy program. You can have fun and you can learn a new language. Also it is fun to play with little kids that are not the same language.

First of all, I think it is fun to play with little kids. One day in winter we played outside, we went sledding with our buddies. Also, We played on the computers in the Riley lab. We played games on the computer such as Flashlight tag with Checkers (he's a bear). Also we played "Build a doll house!" Then we went on a field trip to a pizza place. We made pizza there!!!!

However, you do get a chance to learn a new language. We are some activities that we did with are buddies to learn a new language, we went outside to collect leafs, as we did that we tried to learn the colors in Spanish. Are class learned other words also these are some of them, seantencay (sit down= and mesa witch means table!!!!

It is fun to have buddies. Act good! let them follow your examples!!!! I hope other schools get buddies!!!!!!

Buddy Program

I think other schools should have a buddy program. One reason is this program is good for responsibility. And another you learn a lot of Spanish words, that will help in the future. Because you may take a trip to Mexico and places like that. This program will give you a head start in their language.

First, when you get older you might have kids. This program will help in responsibility. You know, like you shouldn't let them run off unless if you know where they are, and stuff like that.

Second, when you get older you may take a test on Spanish words, this program could help. you have fun while you learn Spanish words. I have been learning words in Spanish and my buddy has been learning words in English.

I think other schools should have the buddy program. I think it is a great idea. This program is good for responsibility, learning other languages and it's fun!

Cindy Is The Best Buddy

I think my buddy is the best. Cindy is well behaved, always happy, and very helpful. I am lucky to have her as a friend.

First, Cindy is very well behaved. She doesn't run around like a maniac. Or yell in your ear. Instead she is very quiet. But the best thing about her is she doesn't hurt other classmates.

Another, thing that is nice about her is she is always happy. You can never find a frown on her face. But always a great big smile. One thing that I love is that she never cries.

Last, she is very helpful to friends and classmates. She helps her friends by being by their sides. She is helpful to classmates by helping them with school work.

In conclusion, I think Cindy is the best buddy. She is well behaved, always happy, and is very helpful.

My Buddy is the Best

I think my buddy Mauricio is the best . He is very active and clever.

First of all, Mauricio is very energetic. For instance, Mauricio runs really fast, when my partner Alan and were walking to get a sled. Mauricio got ahead of us and got it. At the gym, my partner and I were playing basketball with Mauricio. Mauricio was really good at it. He was able to score a basket from a long distance.

Lastly, Mauricio is smart. He knows how to use the computer and that is pretty smart for his age. He also knows how to speak two languages, English and Spanish. One English words he knows is brown. In Spanish it is cafe(cau'fa). He, last of all, knows how to make pizza.

These are a couple reasons why I think Mauricio is the best. I hope you agree with me.

The Best Buddy is Itzle

I think Itzle is the best buddy. She is fun to play with and very smart. I noticed that in all the time we spent together. However I also taught her a little bit. These are the reasons why I think she's the best buddy.

To begin with she is small but very energetic and fun to play with . She is not shy and that makes it really easy to communicate and give directions. She is also very brave to do about everything she has to do. (Still it is not that easy to convince her to do something that she doesn't want to do!) She is also very energetic however she knows what she wants and that is what she spend her energy on.

In addition to that she always s helps me when I need her to, and if she needs my help I will help. She taught me a few words in Spanish. For example: asta la vista - By by and a lot more. I taught her hide and go seek and she taught me kiddie games. I remember the time when we went to Barnabees pizza. Kary and I helped Itzle make a pizza. It was really fun. I ate one third of a personal pan and 1 piece of a big pizza.

Itzle is fun to play with and very helpful. In conclusion Itzle is the best buddy. I hope she will be my buddy as long as possible.

Oscar Is The Best

I think my buddy is the best. He learns so easily. He is not shy at all. Also he has so much energy. Thats why he is the best.

First of all, Oscar learns so easily. He learned how to count up to 9 by counting gum balls on a game. He also learned how to speak English just by hearing me speak. When we were in the gym to play. We had to step on pads. We had to say the colors to and he said them all. Purple, green, orange, and blue.

Next, he is totally not shy. On the first day we met I had to read him a book and he said all the Spanish words for me. When we went to the gym he did all the things he wanted to. We ate popcorn together and he shoved it all down not caring about how fast I ate. (When there is a shy kid. He doesn't eat a lot in front of somebody.)

Finally he has so much energy. In the Multi- Purpose room. When we made our turkeys. He wouldn't stop running around. When we were in the gym to play around he ran around and I couldn't catch him.

In conclusion I think Oscar is the best because he learns easily, he's not shy, and he is so energetic. I hope you think Oscar is the best!!!!!!!!!!!!!!



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